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ABSTRACT

The selected bibliography of research on the educable mentally handicapped contains approximately 100 abstracts with indexing information explained to be drawn from the computer file of abstracts representing the Council for Exceptional Children Information Center's complete holdings as of July, 1972. Abstracts are said to be chosen using the criteria of availability of document to user, currency, information value, author's reputation, and classical content. Preliminary information explains how to read the abstract (a sample abstract is included which identifies the different parts of the abstract), how to use the title and subject indexes, how to purchase documents through the Educational Resources Information Center Document Reproduction Service (two order blanks are provided), an order blank for Exceptional Child Education Abstracts in which the abstracts are originally published, a list of terms searched to compile the bibliography, and a list of journals from which articles are abstracted for the bibliography. Publication date of documents abstracted ranges from 1958 to 1971. (CB)

ED 065966

EDUCABLE MENTALLY HANDICAPPED—RESEARCH

A Selective Bibliography

July 1972

CEC Information Center on Exceptional Children
An ERIC Clearinghouse
The Council for Exceptional Children
Jefferson Plaza, Suite 900
1411 S. Jefferson Davis Highway
Arlington, Virginia 22202

Exceptional Child Bibliography Series No. 622

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EC 042 834 E

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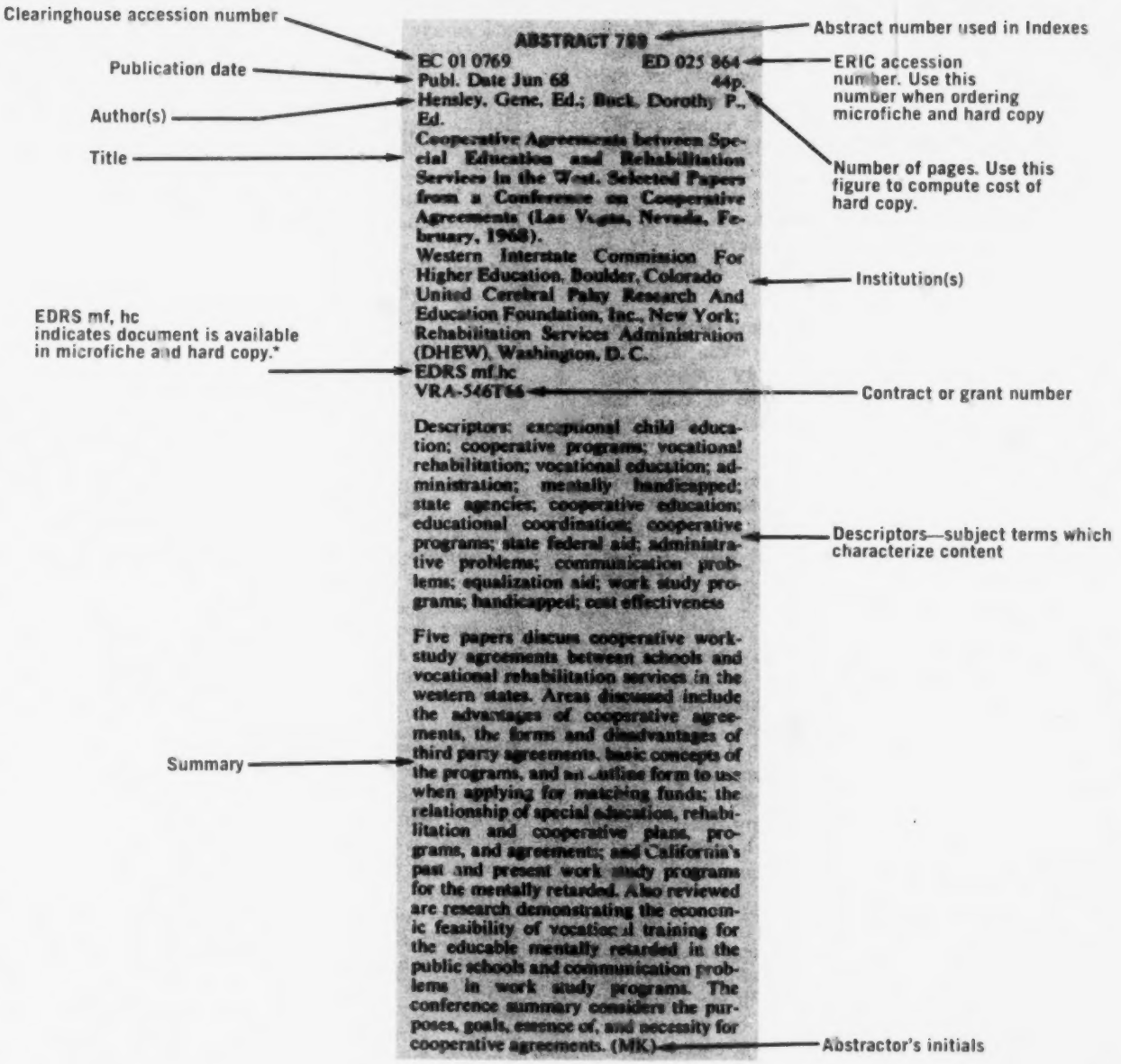
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ABSTRACT 788
Abstract number used in Indexes
EC 01 0769
ED 025 864
ERIC accession number. Use this number when ordering microfiche and hard copy
Publication date
Publ. Date Jun 68
44p.
Author(s)
Hensley, Gene, Ed.; Buck, Dorothy P., Ed.
Title
Cooperative Agreements between Special Education and Rehabilitation Services in the West. Selected Papers from a Conference on Cooperative Agreements (Las Vegas, Nevada, February, 1968).
Number of pages. Use this figure to compute cost of hard copy.
Western Interstate Commission For Higher Education, Boulder, Colorado
United Cerebral Palsy Research And Education Foundation, Inc., New York; Rehabilitation Services Administration (DHEW), Washington, D. C.
Institution(s)
EDRS mf, hc indicates document is available in microfiche and hard copy.*
EDRS mf,hc
VRA-546T66
Contract or grant number
Descriptors: exceptional child education; cooperative programs; vocational rehabilitation; vocational education; administration; mentally handicapped; state agencies; cooperative education; educational coordination; cooperative programs; state federal aid; administrative problems; communication problems; equalization aid; work study programs; handicapped; cost effectiveness
Descriptors—subject terms which characterize content
Five papers discuss cooperative work-study agreements between schools and vocational rehabilitation services in the western states. Areas discussed include the advantages of cooperative agreements, the forms and disadvantages of third party agreements, basic concepts of the programs, and an outline form to use when applying for matching funds; the relationship of special education, rehabilitation and cooperative plans, programs, and agreements; and California's past and present work study programs for the mentally retarded. Also reviewed are research demonstrating the economic feasibility of vocational training for the educable mentally retarded in the public schools and communication problems in work study programs. The conference summary considers the purposes, goals, essence of, and necessity for cooperative agreements. (MK)
Summary
Abstractor's initials

*NOTE: EDRS mf indicates microfiche reproduction only.

Terms Searched

Index terms used to retrieve information on *Educable Mentally Handicapped—Research* from the Center's computer file of abstracts are listed alphabetically below:

Educable Mentally Handicapped
Exceptional Child Education
Exceptional Child Research
Slow Learners

Journals

Abstracts of journal articles from the following periodicals appear in this bibliography:

American Educational Research Journal
American Journal of Mental Deficiency
American Journal of Occupational Therapy
Education and Training of the Mentally Retarded
Exceptional Children
Genetic Psychology Monographs
Journal of Education
Journal of Health and Social Behavior
Journal of Negro Education
Journal of Research and Development in Education
Journal of Special Education
Mental Retardation
Peabody Journal of Education
Pediatrics
Psychology in the Schools
Social Work
Training School Bulletin

ABSTRACTS

ABSTRACT 10213

EC 01 0213 ED 018 898
Publ. Date 67 79p.
Candland, Douglas K.; Manning, Sidney Alpern
Studying Learning Patterns in Mental Retardates.
Bucknell Univ., Lewisburg, Pa.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; learning; reinforcement; children; learning characteristics; educable mentally handicapped; trainable mentally handicapped; custodial mentally handicapped; intelligence level; learning processes; retention; memory; recall (psychological); performance factors; performance tests; rewards; task performance; time factors (learning); verbal learning; perceptual motor learning; males; females; learning processes; cognitive processes

Five experiments were conducted in an attempt to isolate specific learning patterns in children of varying degrees of mental retardation and to contribute to the knowledge of the phylogenetic development of intelligence. Factors studied were those known to influence learning in normal children and adults--kind of reinforcement (verbal or physical), delay of reward, shift of reinforcement, intertrial interval, and reminiscence. The subjects were male and female institutionalized retarded children, aged 8 to 18, and classified as mildly, moderately, or severely retarded. Groups varied in size, and were evaluated in the completion of motor or verbal tasks (pursuit motor, pegboard, memory drum tasks). Conclusions drawn from the series of motor task experiments were as follow--(1) males generally achieve a performance level significantly superior to females. (2) different rewards do lead to significant differentiation in performance. (3) delay of reward does not have a significant effect on the performance of retardates when a sensory reward (such as light) is used. (4) mild retardates perform at a level significantly superior to moderate retardates, and both groups are superior to severe retardates. (5) the expected elation and depression as a result of a shift in reinforcement do not appear to occur in retardates, although these subjects do show an interest effect or improvement in performance following any shift in reinforcement. (6) the length of intertrial interval does not significantly affect the performance of retardates when intervals of 10 seconds or less are used. (7) retardates do not show a reminiscence effect in verbal learning, but there is some indication that the reminiscence does occur in motor learning, and (8) age, IQ, and mental age cannot be used as accurate predictors of performance on either verbal or motor tasks. Data are presented in 17 tables and 12 figures. A bibliography lists 103 items. (DF)

ABSTRACT 10282

EC 01 0282 ED 017 087
Publ. Date 66 203p.
Baller, Warren R. and Others
Mid-Life Attainment of the Mentally Retarded, a Longitudinal Study.
Nebraska University, Lincoln
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; adjustment (to environment); longitudinal studies; case records; economic status; employment level; followup studies; marital status; slow learners; social status

Mentally retarded, slow learning, and normal subjects who had been evaluated during the 1930's were located. Their present status and functioning were reported and the study searched for reasons for the subjects different levels of life adjustment. Over 400 of the original subjects were located. They were in their middle fifties at the time of this study. Each subject was interviewed or responded to a life history questionnaire. Social status was evaluated. A sample was given intelligence tests. Results indicated that the mentally retarded group had a higher death rate than the other two groups. The mentally retarded group members were more likely to live alone and also had a higher divorce rate. Although the mentally retarded group had shown steady improvement in self support over the years, their unemployment rate was still above the national average. All groups were generally law abiding. Those subjects in the mentally retarded group tended not to participate as much socially as subjects in the other two groups. No significant gains in intelligence had been made by any group. The low group had had fewer desirable experiences. Case studies of successful (four males, four females) and unsuccessful (four males, four females) subjects from the low group are presented. Factors relating to their successful and unsuccessful life adjustments are discussed. Recommendations are made about the mentally retarded and about further research. Questionnaires used are reproduced. Data is presented in 120 tables. The bibliography lists 33 items. This paper was published as an article in Genetic Psychology Monographs, Volume 75, second half, pages 235-329, May 1967. (JA)

ABSTRACT 10328

EC 01 0328 ED 012 141
Publ. Date 05 Jan 67 262p.
Goheen, Royal L.
The Development and Evaluation of Three Types of Physical Education Programs for Educable Mentally Retarded Boys. Final Report.
Boston Univ., Massachusetts, School of Educ.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; physical education; educable mentally handicapped; psychomotor skills; athletics; males; adolescents; children; physical fitness; social adjustment; Latchaw Motor Achievement Test; AAHPER Youth Fitness Battery; Corvell Social Adjustment Index

Three physical education programs, skill oriented, play oriented, and free-play oriented, were developed. These programs were examined initially by seven experts and then subjected to a pilot study. The revised programs were taught by research assistants to six experimental groups which included 82 boys at two state schools for the mentally retarded. The instructional period was 39 class hours (13 weeks) in duration exclusive of time taken for purposes of evaluation. The programs were evaluated on the basis of pretests and posttests which ascertained achievement levels in items relating to physical fitness, motor ability, and social adjustment. Major conclusions were (1) that the skill oriented groups at both schools indicated significant improvement in a greater number of test items than did the others. (2) that these same two groups indicated a more uniform improvement in motor ability items. (3) that the skill oriented group at one school indicated significantly better performances than the other groups at that school in the pull-ups and volleyball wall volley. (4) that both the skill oriented and free-play group at this school were significantly better than the play oriented group in the basketball wall pass. A major recommendation is that a skill oriented physical education program, similar to the one developed in this study, be utilized for educable mentally retarded boys. (UM)

ABSTRACT 10329

EC 01 0329 ED 014 824
Publ. Date 18 Nov 66 206p.
Corter, Harold M.; McKinney, James D.
Cognitive Training with Retarded Children. Part 1. Final Report.
North Carolina St. Univ., Raleigh
OEG-32-43-0530-5028
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; cognitive processes; achievement; educable mentally handicapped; concept formation; cognitive development; adolescents; children; cognitive tests; concept teaching; curriculum guides; intellectual development; development; intelligence tests; learning activities; productivity; Stanford Binet Intelligence Scale; Wechsler Intelligence Scale for Children; Illinois Test of Psycholinguistic Abilities; California Achievement Test; Corter McDonald Similarities Differences Test

The major purpose of this research was to determine whether training in specific cognitive processes is effective in increasing the cognitive functioning of retarded children. In phase 1 of the project, 51 educable retarded and 18 normal subjects received a 20-day program in similarities-differences concept formation and were compared with 42 educable retarded and 24 normal control subjects. Change scores for the experimental and control groups on 30 test variables, including concept formation, reasoning, intelligence, and achievement tests, were compared by t tests and a multivariate analysis of variance. The hypothesis concerning improvement in concept formation was strongly sustained. Also gains were observed in related areas of reasoning and, to a lesser extent, in verbal areas. Hypotheses of change in general intelligence and achievement were not sustained when similarities-differences effects were removed, although a general trend in favor of the experimental groups was noted. In phase 2, 16 educable retarded and 16 bright normal subjects received a 20-day program in cognitive flexibility and were compared to 16 control subjects in each group by a 2 X 2 factorial design. Change was measured by a flexibility test battery composed of five subtests and the Stanford-Binet Intelligence Scale. Significant improvement in the predicted direction was found for both test variables. In phase 3, a test and training program in the area of productivity-responsiveness was developed to the tryout stage. Appendixes include day by day plans for (1) the similarities-differences concept formation training program, (2) the cognitive flexibility training program, and (3) a teachers manual of the productivity-responsive training program. The factor analysis of the flexibility tests and the cognitive training experimental test battery are included. A bibliography cites 41 items. (AA)

ABSTRACT 10416

EC 01 0416 ED 014 190
Publ. Date Aug 67 165p.
Higgins, Conwell; Rusch, Reuben R.
Development and Evaluation of Auto-Instructional Programs in Arithmetic for the Educable Mentally Handicapped. Final Report.
Albany Public Schools, New York
EDRS mf,hc

Descriptors: exceptional child research; mathematics; mentally handicapped; programed instruction; educable mentally handicapped; autoinstructional programs; arithmetic; teaching machines; audiovisual programs; children; experimental programs; program development; program evaluation; program materials; programed units; Audio Visual Manipulative Desk

The purpose of this project was (1) to develop educational media for teaching educable mentally handicapped (EMH) children arithmetic concepts and (2) to evaluate the developed programed instructional materials. During the first phase of the study the activities were devoted toward accomplishing the first purpose, developing the equipment and materials. Several devices and combinations of devices were used during the trial period. The device finally developed, referred to as the audio-visual manipulative (AVM) desk, presents information on a screen through the use of a slide projector. Audio messages are transmitted through earphones and a speaker, and the child manipulates objects or writes on the response surface. Twenty-one different sequential arithmetic programs were developed for the desk for teaching EMH children skill sequences in arithmetic. Desk administered tests were also developed to assess the child's understanding of these concepts. Other materials developed include (1) a manual of instructions for teachers (which includes the program objectives) and (2) reinforcement materials for classroom use. During the evaluation phase of the study, four separate field studies were conducted. The results of these studies show that (1) the AVM system was an effective variable in producing differential results, (2) going through programs twice did produce higher post-test scores than going through the programs once, (3) the system could be used effectively in a classroom setting under the supervision of classroom teachers, and (4) programs developed for EMH children were not appropriate for trainable mentally handicapped children. The appendixes include detailed information on the desk and arithmetic programs. Twenty-three references are listed. (AA)

ABSTRACT 10417

EC 01 0417 ED 019 780
Publ. Date Mar 67 68p.
Ross, Sheila A.
Improving the Social Behavior of Young, Educable Mental Retardates. Final Report.
Palo Alto Med. Res. Found., California
OEG-446-068149-1552
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; behavior; cognitive processes; educable mentally handicapped; social change; interpersonal competence; training techniques; instructional media; logical thinking

To increase the young educable mental retardate's knowledge of appropriate social responses, a training program was designed utilizing the practical syllogism. Subject groups, aged 3-9 to 10-3, included (1) 32 educable mental retardates with a mean IQ of 66, divided into control and experimental groups of 16 each, (2) 16 average children with IQ's of 90 to 110 or in the 50th to 60th percentile on group readiness and ability tests, and (3) 16 above average children with IQ's of 125 to 145 or above the 90th percentile on the same group tests. Both the retarded groups were given 120 training incidents using doll play, live models, puppets, and film slides. Training for the experimental (E) group was in responses to six common types of social situations such as asking for assistance or responding to disapproval. Training for the control (C) group was in verbal and problem-solving skills. The average group received no training. Pretests and post-tests measured logic and social behavior. Results indicated that (1) after training the E-group was significantly higher than the C-group on logical thinking (p less than .05) and social behavior (p less than .0005), (2) although the C-group scored lower than the E-group after training, it scored significantly higher after training than before on logical thinking (p less than .05) and social behavior (p less than .01), (3) before training the retarded groups scored significantly lower than the average group on logic (p equals .001) and social behavior (p equals .0005), and (4) after training the E-group scored significantly lower than the average group on logic (p less than .005) but higher on social behavior (p less than .05). Results thus confirmed the hypotheses that (1) retarded children have less skill in logical thinking and knowledge of social behavior than average children, and (2) with training, retarded children can improve in logical thinking and may reach or surpass the level of average children in knowledge of social behavior in specific commonly occurring situations. (AA/MY)

ABSTRACT 10503

EC 01 0503 ED 022 270
Publ. Date Nov 65 139p.
Katz, Elias
An Independent Living Rehabilitation Program for Seriously Handicapped Mentally Retarded Adults. Final Report.
San Francisco Aid Retarded Children, California
Vocational Rehabilitation Administration (DHEW), Washington, D. C.
EDRS mf,hc
RD-902-P

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; program planning; adjustment (to environment); educable mentally handicapped; trainable mentally handicapped; interpersonal competence; young adults; vocational training centers; community programs; program evaluation

The Independent Living Rehabilitation Program provided non-residential community rehabilitation to meet the personal, vocational, and social needs of seriously mentally handicapped young adults. After both an initial and an 8-week evaluation period, 75 enrollees were admitted for up to 2 years of training. Of the 75, 57 percent were classified as educable, 40 percent as trainable, and the remainder as mild (IQ over 75). Half were under 20 years of age. Of the 56 enrollees who completed the program's work-training experiences and social services, 13 were vocationally rehabilitated and 23 were placed in the Adult Training Center with only limited provi-

sion for gainful employment. Although there was no change in social competency ratings, some improvements were noted in a greater independence, the use of social services, and global ratings. Information on the program is given concerning influences, admission, referral sources, enrollees, and effect. Areas of program organization detailed are direct and supportive services, training and social services, the community, staffing and administrative tasks, and program evaluation procedures. Also provided are a 53-item bibliography, 27 tables (on the enrollees' characteristics, backgrounds, and progress ratings), three case studies, and a social competency rating scale. (BW)

ABSTRACT 10636

EC 01 0636 ED 024 196
Publ. Date Jun 68 87p.
Bijou, Sidney W.

Research in Remedial Guidance of Young Retarded Children with Behavior Problems Which Interfere with Academic Learning and Adjustment. Final Report.

Illinois University, Urbana
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-32-23-1020-6002
BR-5-0961

Descriptors: exceptional child research; behavior; preschool children; mentally handicapped; reinforcement; teacher education; teaching methods; behavior change; operant conditioning; motivation; programed instruction; reading; writing; mathematics; parent participation

A 4-year research project developed a preschool program for exceptional children unable to attend public school but not needing to be institutionalized on the basis of empirical behavioral principles. Children were referred from agencies and 'most had already unsuccessfully used special school services. The average age was 5-5 years, average IQ was 83, and average mental age 4-3 years; scores on the Wide Range Achievement Test averaged early kindergarten level. Utilizing special features in the physical plant, curriculum, and operation of the school, behavioral principles were applied to weaken behaviors interfering with academic learning and to strengthen desirable social and intellectual behaviors. Reading, writing, and arithmetic programs were developed as well as procedures for maintaining motivation for learning. Specific techniques were applied to modify the behavior of aggressive, shy, and speech deficient children. Investigators worked with parents at home, and the parents supplemented the nursery program. Objectives and procedures of a teacher training program are specified; a bibliography with 23 entries, a list of 10 publications resulting from this research, samples of program studies from the first 2 years, case studies, and eight figures are included. (Author/SN)

ABSTRACT 10652

EC 01 0652 ED 023 243
Publ. Date Dec 67 91p.
Ross, Dorothea

The Use of Games to Facilitate the Learning of Basic Number Concepts in Preschool Educable Mentally Retarded Children.

Stanford University, California
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-4-6-062263-1585
BR-6-2263

Descriptors: exceptional child research; mentally handicapped; recreation; mathematics; teaching methods; children; test reliability; test results; motivation; instructional materials; behavior change; group behavior; attention control; educable mentally handicapped; group tests; educational games

Group games were used to teach basic number concepts to educable mentally retarded children. The number concepts were integral but incidental to the intentional teaching of game skills. Subjects were 21 boys and 19 girls from eight classes, free of gross defects (means were IQ equals 66.22, age equals 7.9, mental age equals 5.11), and matched in pairs for chronological age, mental age, IQ, and scores on pre-experimental tests of number concepts, game skills, preference for social play, and voluntary social participation in school. The experimental group of 20 participated 100 minutes a week in a 9-month game program; the control group, also 20, attended a traditional math program; and both were tested at the middle and end of this period. The experimental group scored higher on both mid-experimental (p less than .003) and post-experimental (p less than .0003) measures on the Number Knowledge Test (test reliability equals 98% on Form A and 93% on Form B), higher on the post-experimental measure (p less than .002) on the spontaneous use of quantitative terms, and made fewer errors on both the mid-experimental (p less than .0005) and post-experimental (p less than .0005) tests on General Game Skills (test reliability equals 91%). Game and modeling procedures and attention directing variables (use of excitement and rewards) are suggested as teaching techniques for retarded children, and a handbook for teaching game skills is included. (Author/SN)

ABSTRACT 10826

EC 01 0826 ED 025 885
Publ. Date Sep 68 136p.
Bonfield, John R.

Predictors of Achievement for Educable Mentally Retarded Children. Final Report.

Pennsylvania State University, University Park
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-8-082082-3593(032)
BR-8-2082

Descriptors: exceptional child research; mentally handicapped; tests; achievement; educable mentally handicapped; institutionalized (persons); individual tests; group tests; predictive ability (testing); reading achievement; achievement tests; arithmetic; predictive validity; age differences; reading; testing

A study of institutionalized educable mentally handicapped children (EMR's aged 6-7 to 12-6) was designed to evaluate the use of subtest combinations and learning tasks as predictors of achievement compared to single individual and group tests. Fifty-one subjects received a pretest battery of six individual tests, one group test, three learning tasks, and the criterion achievement measures of three subtests from the Wide Range Achievement Tests (WRAT) and the New York Achievement Tests (NYAT). After 7 months the learning tasks, WRAT, and NYAT were readministered. Results indicated that overall achievement of young institutionalized EMR's will be predicted with higher validity both by a combination of the Auditory-Vocal Association and Auditory-Vocal Automatic subtests from the Illinois Tests of Psycholinguistic Abilities, the Picture Vocabulary subtest from the Pictorial Test of Intelligence, and the Number Facility and Perceptual Speed subtests from the Primary Mental Abilities Test (correlation coefficient equals .779), and by a regression equation developed from a multiple regression analysis of selected subtests than by any individual or group test. The better predictors of achievement for the oldest group were subtests which can be administered to groups; individual administered tests were better predictors at younger ages. (RP)

ABSTRACT 10844

EC 01 0844 ED 002 762
Publ. Date 58 172p.
Johnson, G. Orville

Comparative Studies of Some Learning Characteristics in Mentally Retarded and Normal Children of the Same Mental Age.

Syracuse University, New York
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-6416 CRP-091

Descriptors: exceptional child research; mentally handicapped; learning; average students; comparative analysis; comparative testing; elementary grades; children; learning characteristics

Information was obtained concerning basic learning characteristics of retarded children using, insofar as possible, materials with which they have had little or no previous familiarity. Subjects were 30 mentally retarded and an equal number of normal children ranging from 8 to 9 years in mental age. Each subject was given standardized lists of nonsense syllables; tests involving cancellation of selected numbers in a series of six-place

numbers; assembly tasks; and object, picture, and work problems of reasoning. The data were analyzed through standard statistical analyses of differences between groups, and individual data sheets were analyzed and charted to note individual similarities and differences. It was concluded that the learning rate of mentally handicapped children is at least equal to that of normal children of the same mental age or developmental level. Thus a group of mentally handicapped children will be able to learn specific skills at that developmental level at least equally well and equally rapidly. However, it will take the mentally handicapped group approximately 1 1/2 years to develop as much intellectually as normal children develop in a year. Since the present series of studies was largely theoretical in nature, a parallel series concerned with tasks involving academic learning should follow. (GC)

ABSTRACT 11290

EC 01 1290 ED 023 239
Publ. Date 67 233p.
Edgerton, Robert B.
The Cloak of Competence; Stigma in the Lives of the Mentally Retarded.
EDRS not available
University of California Press, Berkeley, California 94720 ($5.75).

Descriptors: exceptional child research; mentally handicapped; adjustment (to environment); vocational adjustment; adults; emotional adjustment; personal adjustment; social adjustment; adjustment problems; marital status; self concept; self esteem; role conflict; family relationship; employer employee relationship; friendship

The research staff contacted 53 mentally handicapped patients (mean age 34.3, mean IQ 65.3; 28 women, 25 men) discharged from a state hospital training and rehabilitation program. The 48 who cooperated were interviewed and studied for the ways in which they managed their lives and perceived themselves. No difference was found between the success and community adjustment by those above or below an IQ of 70. None of those studied would admit to mental retardation, and all had built stories to excuse their mental and social incompetence and their hospital stay, and to maintain their self esteem. Their sterilization was a major factor in the inadequate self concept but not in marital adjustment itself; sexual behavior did not differ from that of the general population. Nine of the 20 men were married, two to normal wives whom they supported, and 20 of the 28 women were married, 16 to normal men. Benefactors were found to be present and necessary in all cases to assist the ex-patients in coping with life and basic needs, and generally aided them to pass as normal. Motivation of benefactors always involved altruistic reasons and usually practical ones; 12 were supervisors in sanitariums or restaurants which regularly recruited those discharged from the state hospital; 13 were spouses or lovers, most of whom enjoyed a dominant relationship; 10 were close relatives; and 10 were neighbors or landladies. (SN)

ABSTRACT 11345

EC 01 1345 ED 003 276
Publ. Date Jan 64 266p.
Peck, John R. and Others
Success of Young Adult Male Retardates.
Texas University, Austin
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
CRP-1533

Descriptors: exceptional child research; mentally handicapped; achievement; tests; educable mentally handicapped; predictive validity; student characteristics; student motivation; academic achievement; comparative analysis; factor analysis; youth programs; personality; training; males; young adults; questionnaires

The habilitation of educable mentally retarded (EMR) youth was studied to determine the effectiveness of predictor variables. Tests and interviews by questionnaires were made on five groups of youths with 25 in each group. Data were analyzed to determine the relative weights of each variable and measure. Differences among the experimental groups were tested and comparisons made with the control sample. Conclusions were the following: personality aspects were interrelated; measures of personality and cognitive attributes were valid predictors of success; and EMR youths participating in a training program achieved and were more successful than those who had little or no training. Recommendations were made to modify the battery of predictor instruments for screening use and explore the relationship between character development and success. (RS)

ABSTRACT 11346

EC 01 1346 ED 002 804
Publ. Date Apr 62 148p.
Leichman, Nathan S.; Willenberg, Ernest P.
Parent Attitudes in Rearing Mentally Retarded Children.
California State Department of Education, Sacramento
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEC-SAE-7146
CRP-175

Descriptors: exceptional child research; mentally handicapped; family (sociological unit); parent attitudes; mental retardation; children; parent child relationship; parent responsibility; child rearing; family problems; factor analysis; motivation techniques; rewards; parent education; interviews; educable mentally handicapped; trainable mentally handicapped; parent school relationship; self evaluation; attitudes

Positive and negative aspects of rearing mental retardates were identified and measured during this study by examinations of parental attitudes and how these attitudes often affect the daily behavior and learning readiness of children while in school. Behavioral factors of the individual child were analyzed and compared with statistics covering family status and stability, and both considerations were investigated as relative contributors to parental attitude. The sample was drawn from parents of 400 mentally retarded children, varying in mental ability and family-school environments and representing a wide range of social, economic, and cultural influences. The data were gathered through direct interviews with the parents. Findings indicated that most pertinent in an index of family acceptance or integration were those qualities in the parents themselves related to high self esteem, low child rearing anxiety, low sex anxiety, high husband-wife agreement on child rearing techniques, low feelings of self blame, and high affectional interchange between the child and both parents. Further research was indicated in the areas of parent counseling and parent-school interaction and cooperation. (JH)

ABSTRACT 11594

EC 01 1594 ED 021 948
Publ. Date Dec 67 164p.
Hodges, Walter L. and Others
The Development and Evaluation of a Diagnostically Based Curriculum for Preschool Psycho-Socially Deprived Children. Final Report.
Indiana University, Bloomington, School of Education
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-32-24-0210-1011
BR-5-0350

Descriptors: exceptional child research; disadvantaged youth; preschool children; adjustment (to environment); achievement; mentally handicapped; language development; motor development; social development; intellectual development; educable mentally handicapped; slow learners; culturally disadvantaged; preschool programs; kindergarten children; educational diagnosis; curriculum; curriculum development; curriculum evaluation; cognitive processes; psychological patterns

A study investigated the effectiveness of a 1-year diagnostic preschool curriculum in improving regular school adjustment and achievement of 142 psychosocially deprived children (age 5, IQ's 53 to 85). In each of 3 years, approximately 15 children were placed into an experimental preschool, a kindergarten contrast, or an at-home contrast group. Curriculum procedures were designed to remedy specifically diagnosed deficits in the areas of intelligence, language, motor, and social development. By the end of the treatment year, the experimental groups ranked significantly higher than the contrast groups in all of the areas named above. Followup study through

the second grade for the 1st year group and through the first grade for the 2nd year group indicated that the groups no longer differed significantly in any area except that of social development, which continued to be higher for the experimental groups. School academic achievement appeared not to be related to overall IQ change, but rather to specific intellectual processes that contributed to the IQ change: that is, if children made gains on items related to memory, vocabulary, and motor development, the prognosis for their first grade academic success was better than if they made gains on items related to concept formation and abstract reasoning. (Author/JD)

ABSTRACT 12100

EC 01 2100 ED N.A.
Publ. Date Feb 68 3p.
Driscoll, John
Educational Films and the Slow Learner.
EDRS not available
Mental Retardation: V6 N1 P32-4 Feb 1968

Descriptors: exceptional child research; mentally handicapped; audiovisual instruction; teaching methods; learning characteristics; educable mentally handicapped; student attitudes; instructional films; secondary school students; concept formation

Three varied films designed to test film learning abilities were shown to 402 mentally retarded children in 21 junior and senior high public schools (mean ages 13-2 and 15-10, mean IQ's 67.9 and 69.2 respectively). All children were tested orally and individually in the categories of factual learning, attitudinal learning, and concept learning. Pre-post gains on factual learning questions for all three films were significant beyond the .001 level. Pre-post differentials for attitudinal learning were highly significant; concept learning was measured only in posttesting with adequate to good results. Conclusions drawn from the results were as follows: story films can teach concepts of behavior effectively; films need not be short; animation does not teach better than live photography, story line is more important than humor and audio and visual cueing; and color is no more effective than black and white. Further conclusions were that retarded children could generalize rules of behavior from ideas and stories presented visually; children of very limited intelligence could describe filmed actions but could not derive concepts; and factual learning increased when the film was shown twice. (LE)

ABSTRACT 20156

EC 02 0156 ED 031 822
Publ. Date Aug 66 136p.
Cratty, Bryant J.
Perceptual-Motor Attributes of Mentally Retarded Youth.
Mental Retardation Services Board of Los Angeles County, California
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; perceptual motor coordination; testing; evaluation methods; trainable mentally handicapped; educable mentally handicapped; mongolism; body image; physical activities; predictive ability (testing); test reliability; sex differences; age differences; racial differences

To evaluate six perceptual-motor attributes of trainable and educable mentally retarded children, a battery of tests was constructed which included body perception, gross agility, balance, locomotor ability, throwing, and tracking; 83 retarded subjects provided reliability data, and their scores, with those of 120 additional subjects, provided normative data. The educable mentally retarded (EMR) and educationally handicapped (EH) groups were significantly superior in all tests to the trainable mentally retarded and Down's Syndrome groups, especially when vision and movement were paired. The Down's Syndrome group evidenced the most marked perceptual-motor deficiencies. EH children had poorer crawling and walking patterns than the EMR's, and these two groups functioned best during late childhood and early adolescence. Children with Down's Syndrome made continual improvement with increased age in tracking ability, gross agility, and in body-part perception. The majority of all subjects had difficulty making left-right identifications relative to their bodies. The correlation between IQ's and total battery scores (based on 37 IQ's) was .63 while the age to total score correlation was .54. (RJ)

ABSTRACT 20157

EC 02 0157 ED 031 823
Publ. Date 67 78p.
Cawley, John F.
Arithmetical Problem Solving: A Program Demonstration by Teachers of the Mentally Handicapped.
Connecticut University, Storrs, School of Education
EDRS mf,hc
OEG-32-16-0270-5009
BR-5-0309

Descriptors: exceptional child research; mentally handicapped; mathematics; testing; teaching methods; educable mentally handicapped; item analysis; arithmetic curriculum; test construction; test reliability; test validity; intelligence factors; academic achievement

The purposes of the study were to investigate the effects of the combination of a trained teacher and a planned program on the problem solving abilities of mentally handicapped children, to develop measures of verbal problem solving (IDES) and arithmetic understanding (PUT), and to analyze the interrelationships among primary mental abilities and various combinations of achievement tests. A teacher training workshop presented for 10 evenings focused on the organization and use of 86 lessons in nine units for 18 weeks. Teacher methods concentrated on developing understanding through the solution of problems which originated in the classroom. Trained teachers used the prepared program with 161 retarded children; untrained teachers used the program with 58 retarded children; and there were 132 retarded and 89 average-ability controls. The results showed that the IDES and the PUT appear to be stable and consistent measures of the arithmetic performance of mentally handicapped children, and that the teacher training program and the prepared program of arithmetic curriculum were effective. Measures of primary mental abilities and academic achievement were highly interrelated. The study supports the contention that problem solving and concept development among the mentally handicapped can be influenced by education. (LE)

ABSTRACT 20181

EC 02 0181 ED 031 849
Publ. Date 69 39p.
Levine, S. Joseph
Empirical Study of Instructional Materials Evaluation in Special Education.
Michigan State University, East Lansing, Regional Instructional Materials Center for Handicapped Children and Youth
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; instructional materials; evaluation criteria; teacher role; evaluation methods; records (forms); mentally handicapped; educable mentally handicapped; equipment evaluation

To investigate the potentialities of teachers as evaluators of instructional materials and to develop an inclusive form to cover all of the necessary evaluative aspects of a material and its use, 16 teachers of the educable retarded participated in an institute. Four member teams played a game in which they studied materials and identified evaluative criteria. An evaluation form was devised, used at the institute and in the classroom, and revised. Checklists were largely eliminated and space left for the evaluator to enter pertinent information. Conclusions were that given the structuring and motivation of a game-like atmosphere, teachers can provide a set of criteria meaningful to them; there seemed to be a good deal of agreement on the criteria; and a teacher developed instrument can be effectively used. Directions for playing the game, charts of the development of the criteria, the evaluation forms, an evaluator's guide, and a sheet for evaluating the evaluations are provided. (RJ)

ABSTRACT 20198

EC 02 0198 ED 031 866
Publ. Date 31 Mar 69 75p.
Sommers, Ronald K.
Factors in the Effectiveness of Articulation Therapy with Educable Retarded Children. Final Report.
Montgomery County Schools, Norristown, Pennslyvania

Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-1-7-07342-3544
BR-7-0432

Descriptors: exceptional child research; mentally handicapped; articulation (speech); speech therapy; speech handicapped; educable mentally handicapped; speech evaluation; speech tests; speech improvement

To determine the effectiveness of group articulation therapy, 180 educable retarded children in special classes (average age 9, average IQ 70), all of whom had articulation problems, were rated on the Carter/Buck Prognostic Speech Test and a picture version of McDonald's deep test of articulation. Subjects were then randomly assigned to one of three groups: no therapy, therapy for 30 minutes once a week for 9 months, or therapy for 30 minutes four times weekly for 9 months. Posttests were administered immediately after 9 months and again 3 months later. Results on the picture deep test indicated that subjects who received therapy four times weekly improved significantly, whereas subjects who had therapy once a week did not. On the picture articulation test, however, no significant differences were found between experimental groups. At the time of the second posttesting, the picture articulation improvements by the subjects who had therapy four times weekly were maintained as were the respective positions of subjects in the three groups. Significant relationships were also found between mental age and IQ and articulation improvement during therapy. (JD) (not available in hardcopy due to marginal legibility of original document.)

ABSTRACT 20228

EC 02 0228 ED N.A.
Publ. Date Dec 66 7p.
Kirk, Winifred D.
A Tentative Screening Procedure for Selecting Bright and Slow Children in Kindergarten.
Illinois University, Urbana, Institute for Research On Exceptional Children
EDRS not available
Exceptional Children; V33 N4 P235-41 Dec 1966

Descriptors: exceptional child research; gifted; slow learners; identification; tests; screening tests; rating scales; predictive measurement; student evaluation; age differences; cognitive processes; kindergarten children; teacher attitudes

In order to determine how well kindergarten teachers can select bright and slow children in their classes when adjustments are made for chronological age (CA) differences, 112 kindergarten children (CA 5-0 to 6-11) were used as subjects. Three teachers rated the children according to a five-point scale on reasoning, speed of learning, ability to deal with abstract ideas, perceptual discrimination, psychomotor abilities, verbal comprehension, verbal expression, number and space relation, and creativity, and gave a molar estimate on whether the child would be a slow, average, or rapid learner. Stanford-Binet IQ's were obtained on all the children. Results indicated that teachers tended to select older children as bright and younger ones as slow, and that the IQ did not differentiate between children correctly identified and those overlooked by the teachers. The composite score was a better estimate of mental age (MA) than of IQ and a better estimate of MA than the adjusted score (composite score equalized for CA differences). However, the adjusted score was a better estimate of IQ (correlation of .61 to .73) than either the motor or composite scores and teachers had an interrater reliability of .88 in using it; the adjusted score was also more effective and efficient than the teacher's molar estimate in selecting bright and slow children. (SN)

ABSTRACT 20806

EC 02 0806 ED N.A.
Publ. Date 58 216p.
Kirk, Samuel A.
Early Education of the Mentally Retarded.
EDRS not available
University of Illinois Press, Urbana, Illinois 61801 ($6.00).

Descriptors: exceptional child research; mentally handicapped; preschool children; environmental influences; educable mentally handicapped; foster family; preschool programs; disadvantaged youth; etiology; intellectual development; social development; case studies (education); institutionalized (persons); early childhood education; family influence; evaluation techniques; family background

To provide factual data for or against the general contention that special educational provisions at a young age can alter the rate of development of mentally retarded children, 81 children between the ages of 3 and 6, with IQ's between 45 and 80, were studied for 3 to 5 years. The children were divided into four groups: the community preschool group; community contrast (did not attend preschool) group; institution preschool group; and institution contrast (did not attend preschool) group. Case studies of the experimental children and statistical comparisons of the preschool and contrast groups indicated that 70% of the children who received preschool training showed an acceleration in rates of growth and retained that level during the follow up period. The over all IQ and Social Quotient (SQ) increases of the preschool groups beyond those of the contrast groups on the Binet, Kuhlmann, and Vineland Scales were all significant beyond the .05 level. Children living in psycho-socially deprived homes who did not attend preschool tended to remain at the same rate of development or to drop to lower levels. Both community and institutional preschool groups increased about 10 points in IQ and SQ during the preschool period. The community contrast group children generally retained their original IQ's and SQ's but the IQ and SQ of the institution contrast group tended to drop during the preschool period. Case histories are included. (LE)

ABSTRACT 20820

EC 02 0820 ED 032 686
Publ. Date Apr 69 60p.
Stinnett, Ray D.; Prehm, Herbert J.
Learning and Retention: A Comparison of Three Methodologies with Mentally Retarded and Normal Children.
Illinois University, Springfield
Office of Education (DHEW), Washington, D. C., National Center for Educational Research and Development
EDRS mf,hc
OEG-9-8-071103-0115(010)
BR-7-I-103

Descriptors: exceptional child research; mentally handicapped; learning; educational methods; rote learning; retention; educable mentally handicapped; recall (psychological); paired associate learning; learning processes; intelligence differences; learning characteristics

Rote learning and retention performance was studied as a function of method used in original learning and as a function of intellectual level. Sixty educable mentally retarded and 60 mentally normal junior high school students were randomly selected and assigned to one of three treatment groups, each learning to a different criterion, for each intellectual category in order to learn a paired associate task. Retention was assessed by immediate recall scores, 24 hour recall scores, and relearning scores following the 24 hour interval. A 2x3 complete factorial analysis of covariance was performed for the following dependent variables: original learning; relearning; and 24 hour recall. Immediate recall was assessed utilizing a 2x3 complete analysis of the variance procedure. The results of the investigation indicated inferior learning performance and a 24 hour retention deficit for retarded subjects and amelioration by overlearning of retention deficits in the retarded subjects. In addition, the results in the area of rote learning and retention comparing mentally retarded and normal subjects were found to be method dependent. (Author/JD)

ABSTRACT 20834

EC 02 0834 ED 032 701
Publ. Date 69 13p.
Levitt, Edith
The Effect of Context on the Reading of MR and Normal Children at the First Grade Level.
Columbia University, New York, Research and Demonstration Center for the Education of Handicapped Children
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
RR-5

Descriptors: exceptional child research; mentally handicapped; context clues; word recognition; reading; reading abili-

ty: reading skills

To study the effects of context on the performance of children reading at first grade level, 26 retarded and 24 normal children were tested. Subjects read words printed individually on separate pages; they also read the word in the context of a sentence. Results indicated that provision of a context produced significant improvement in the reading performance of both groups, but the hypotheses that word recognition by context would be significantly greater for the normal subjects was not supported. Reasons for the failure of this hypothesis are given: the need to help retardates make the most effective use of context clues is expressed. (RJ)

ABSTRACT 20874

EC 02 0874 ED 028 570
Publ. Date 69 65p.
Sunderlin, Sylvia, Ed.; Wills, Brooke, Ed.
Nutrition and Intellectual Growth in Children.
Association for Childhood Education International, Washington, D. C.
EDRS not available
BULL-25-A
Association for Childhood Education International, 3615 Wisconsin Avenue, N. W., Washington, D. C. 20016 ($1.25).

Descriptors: exceptional child research; disadvantaged youth; nutrition; child development; intellectual development; educational needs; health; food; economic disadvantagement; incidence; diseases; poverty programs; foreign countries; school programs; federal aid; government role; biochemistry; infants; dietetics; mothers; mentally handicapped; mental retardation

A consideration of nutrition and intellectual growth opens with a glossary of 12 terms and two reports on hunger in America, one by J.L. Frost and B.L. Payne, the other by the Citizens' Board of Inquiry into Hunger and Malnutrition. Included are articles on nutrition and intellectual development in children, by M. Winick; maternal diet, growth, and behavior, by M. Simonson and B.F. Chow; international nutrition and later learning, by M.C. Latham; and medical care of children in Poland, as told to H.T. Suchara. Also, D. Rosenfeld and F.J. Stare discuss nutritional prospects for the future; M.L. Cronan describes the role of the school in providing for nutrition; and M.J. Brennan treats conservation, resources, and education. (JD)

ABSTRACT 21494

EC 02 1494 ED 034 372
Publ. Date Aug 69 14p.
MacKinnon, Ronald C.; Elliott, Charles
A Comparison of an Achievement Battery with Two Tests of Ability with Educable Mental Retardates. Final Report.
Florida State University, Tallahassee
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-0-9-19061-0774(032)

Descriptors: exceptional child research; mentally handicapped; test validity; aptitude tests; comparative testing; achievement tests; testing problems; intelligence tests; educable mentally handicapped; correlation; testing; group tests; individual tests

To find the concurrent validity of two scholastic aptitude tests when a scholastic achievement test was used as a criterion for use in placement of mentally retarded children, 127 subjects were involved. The California Achievement Test (CAT) was used as a criterion measure, and the Primary Mental Abilities Test (PMA) and the Slosson Intelligence Test (SIT) were used to determine the correlation of the scores with the criterion measure. The results indicated correlations of .68 between the PMA and the CAT and .62 between the SIT and the CAT. The intercorrelation of the PMA and SIT was .67. Ability subtests were analyzed to determine their correlations to the criterion. The conclusion was that when six or more children are to be tested, less time is needed and no concurrent validity is lost by using the PMA rather than the individual test, the SIT. Tables of results are included. (Author/JM)

ABSTRACT 21575

EC 02 1575 ED N.A.
Publ. Date Feb 70 5p.
Hollinger, Chloe S.; Jones, Reginald L.
Community Attitudes Toward Slow Learners and Mental Retardates: What's in a Name?
EDRS not available
Mental Retardation: V8 N1 P19-23 Feb 1970

Descriptors: exceptional child research; mentally handicapped; community attitudes; classification; slow learners; questionnaires; discriminatory attitudes (social)

One hundred fourteen randomly selected residents of a small Ohio community responded to informational and attitudinal questions regarding the terms mental retardate and slow learner (formerly Ohio designation for educable mental retardate). The results revealed little understanding of the meaning of either term, but greater acceptance of the group labeled slow learner than the group labeled mental retardate. A number of issues regarding the two labels are discussed here. (Author)

ABSTRACT 22229

EC 02 2229 ED 037 881
Publ. Date Feb 69 186p.
A Study of Education Programs in Minnesota's Institutions for the Mentally Retarded.
Minnesota National Laboratory, St. Paul;
Minnesota State Department of Education, St. Paul
Office of Education (DHEW), Washington, D. C., Bureau of Elementary and Secondary Education
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); educational programs; residential schools; interagency cooperation; financial support; administration; educational needs; state surveys; program evaluation; Minnesota

To identify learning program needs and to make recommendations for quality control and expansion of programs for the mentally handicapped in institutions, four facilities were studied. Detailed questionnaires and visitations were used to obtain the information. The major findings were that learning programs in Minnesota State Institutions are operating at minimum levels in terms of daily support and in numbers of residents served, and that there exists a basic inability to give meaningful learning experiences to most institutionalized persons. Recommendations include broader and more flexible funding, closer involvement of the State Department of Education and local school districts, and the establishment of closer ties between institutional programs and the local educational agency in administration, supervision, and funding. Descriptions of the existing programs, extensive recommendations for the future, and appendixes presenting findings of data are provided. (JM)

ABSTRACT 22618

EC 02 2618 ED N.A.
Publ. Date 65 137p.
Meuller, Max W.
A Comparison of the Empirical Validity of Six Tests of Ability with Educable Mental Retardates.
George Peabody College for Teachers, Nashville, Tennessee
EDRS not available
OEC-4-10-199
CRP-S-059
Publications Department, George Peabody College for Teachers, 21st Avenue South, Nashville, Tennessee 37203.

Descriptors: exceptional child research; mentally handicapped; tests; cognitive processes; educable mentally handicapped; test validity; intelligence tests; predictive ability (testing); verbal tests; visual measures; cognitive measurement; predictive validity; Stanford Binet; Illinois Test of Psycholinguistic Abilities; Peabody Picture Vocabulary Test; Pictorial Test of Intelligence; Colored Progressive Matrices; Primary Mental Abilities Test

The validity of intelligence and other tests used in the diagnosis of retarded children was investigated. Experimental samples consisted of 101 children selected from special classes for educable mentally retarded whose ages ranged from 6.9 to 10 years and whose IQ scores ranged from 50 to 80. Tests evaluated were the Stanford-Binet, Illinois Test of Psycholinguistic Abilities (ITPA), Peabody Picture Vocabulary Test (PPVT), Pictorial Test of Intelligence (PTI), Colored Progressive Matrices (CPM), and Primary Mental Abilities

Test (PMAT). These tests were administered to the group with various learning ability tasks. Statistical analysis showed that the PMAT, Stanford-Binet, PTI, and the ITPA were valid, while the other two were less valid. The use of a combination of one group test and one individual test was supported; but the CPM and the PPVT were found not to be adequate substitutes for more comprehensive instruments that predict learning ability at an early age. (RS)

ABSTRACT 22736

EC 02 2736 ED 039 678
Publ. Date Nov 69 73p.
Copple, C. Rockne and Others
Habilitation of Rural Educable Mentally Retarded Adolescents: A Handbook for Educators.
Eastern Montana College, Billings
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-9-362020-0790(032)
BR-36-2020

Descriptors: exceptional child research; mentally handicapped; rural education; educational needs; educational programs; educable mentally handicapped; individual characteristics; vocational education; parent attitudes; administrator attitudes; counselor attitudes; student attitudes; consultants; cocurricular activities; individual development; Montana

A study was made of 20 rural high schools with enrollments of less than 110 and with an educable mentally handicapped student currently enrolled. Administrators, counselors, the educable students, and their parents were interviewed to determine provisions made for these students. In addition, the interviewers were concerned with what these people thought could be included in the school curriculum. These current and conceivable practices were submitted to six special education experts who rated them as to suitability. Each of the experts in turn composed a list of suggested practices in the areas of intellectual, social, emotional, moral, physical, and occupational development. These lists were submitted to parents who rated them on the basis of feasibility. (Author)

ABSTRACT 22864

EC 02 2864 ED 040 516
Publ. Date Sep 69 111p.
Fisher, Kirk L.
Effects of a Structured Program of Perceptual-Motor Training on the Development and School Achievement of Educable Mentally Retarded Children. Final Report.
Pennsylvania State University, University Park
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-8-082104-4702(032)
BR-8-B-104

Descriptors: exceptional child research; mentally handicapped; perceptual motor coordination; training; educable mentally handicapped; academic achievement; intelligence level; age differences

Of 102 educable mentally handicapped children in special classes, 54 were identified by the Purdue Perceptual Motor Survey (PMS) as deficient in perceptual motor abilities. These 54 children were assigned to one of the following groups: training, which participated in an individualized, structured perceptual motor program twice a week for 4 1/2 months; Hawthorne, which met with the trainer but played table games; and control. Achievement and intelligence tests were given. The hypothesized improvement in perceptual motor abilities did not manifest itself, although children under 10 years of age in the training group scored significantly higher on the PMS than did controls of like age. Nor did hypothesized improvement in intellectual performance, or achievement result. However, all three groups improved significantly on PMS and achievement test scores; and training and Hawthorne groups showed significantly improved IQ scores. Thus, evidence suggested a correlation between perceptual motor ability and the variables of intelligence and achievement. (Author/JD)

ABSTRACT 23246

EC 02 3246 ED 011 065
Publ. Date Aug 66 45p.
Malpass, Leslie F. and Others
Programed Reading Instruction for Culturally Deprived Slow Learners.
MacDonald Training Center Foundation, Tampa, Florida
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEC-2-7-068438-0069
BR-6-8438

Descriptors: exceptional child research; reading; disadvantaged youth; slow learners; programed instruction; programed materials; basic reading; teaching machines; workbooks; primary education; programed texts; culturally disadvantaged; reading instruction; beginning reading; vocabulary development; reading research; student evaluation

The effectiveness of programed instructional materials for teaching basic reading skills to slow learning, culturally deprived children (aged 6 to 9) was evaluated. The same materials had been previously evaluated with educable mentally retarded subjects (aged 10 to 16). To determine what modifications would be needed for use with younger students, 45 children were divided into one control group taught by traditional classroom techniques and two experimental groups, one taught by machine, and one taught using programed workbooks. Each group received the same list of words selected by the authors. At the end of the experiment, the children were tested for vocabulary improvement. The scores of each group were statistically compared with those of every other group. The results showed a statistically significant improvement in vocabulary gain for the machine-taught group over the control group and for the workbook-taught group over the control group, but no significant difference was found between the machine-taught and the workbook-taught groups. The conclusion was that programed instructional materials tend to increase reading skills and are feasible for use with the population sampled. (LB)

ABSTRACT 23457

EC 02 3457 ED 041 421
Publ. Date (69) 147p.
Klaber, M. Michael
Retardates in Residence: A Study of Institutions.
Hartford University, West Hartford, Connecticut
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); evaluation; institutional environment; institutional personnel; attendants; adjustment (to environment); interpersonal relationship; social relations; attitudes; behavior rating scales; rating scales; environmental influences; program descriptions; behavior; institutional facilities; comparative analysis

An introduction by Dr. David D. Komisar provides background and objectives for a study which eventually involved observations in six residential institutions. Two institutions were judged to be ineffective as residents appeared to be not happy or self-sufficient, showed little intellectual growth (or were rarely, if ever, retested), had many stereotyped behaviors, and manifested excessive needs for social reinforcement. One institution emerged as clearly effective and one as moderately so. In five of six institutions, other ward residents were the greatest source of interpersonal contacts; in only one institution did attendants and other nonretarded adults interact as frequently with residents. Between one third and one half of the time of severely retarded residents of the typical institution was spent in doing nothing. The attitudes of attendants at the different institutions showed remarkable consistency. While verbal and psychological attitudes of parents did not differentiate between effective and ineffective institutions, parents of children in an effective residence visited children more frequently. Additional research results and implications are presented, and schedules of a typical day at each institution are included. (RJ)

ABSTRACT 23479

EC 02 3479 ED 041 440
Publ. Date 70 85p.
Gottwald, Henry
Public Awareness about Mental Retardation. CEC Research Monograph.
Eastern Michigan University, Ypsilanti
Office of Education (DHEW), Washington, D. C.
EDRS mf

Descriptors: exceptional child research; mentally handicapped; demography; atti-

tudes: statistical data: public opinion

To identify the status of public knowledge about mental retardation, to discern public attitudes, and to obtain demographic information on attitudes, a questionnaire was submitted to approximately 1,515 subjects. Extensive results are reported by generic presentation of total responses, analysis of data by independent variables, and analysis of semantic differential. The major appendix provides information on the instrumentation for the study, the questionnaire, and the coding keys. Independent variables were sex, age, education, occupation, income, race, marital status, number of children, demography, geography, and religion. (JM)

ABSTRACT 23489

EC 02 3489 ED 016 106
Publ. Date Aug 66 157p.
Karnes, Merle B., and Others
The Efficacy of a Prevocational Curriculum and Services Designed to Rehabilitate Slow Learners Who Are School Dropout, Delinquency, and Unemployment Prone. Final Report.
Champaign Community Unit IV Schools, Illinois
EDRS mf,hc
VRA-RD-1075

Descriptors: exceptional child research: mentally handicapped: slow learners: prevocational education: student rehabilitation: disadvantaged youth: vocational counseling: vocational adjustment: dropout prevention: delinquency prevention: work study programs

It was hypothesized that 91 slow learners from low socioeconomic status homes, in a carefully designed two-year vocationally oriented educational program with prevocational counseling, would show achievement superior to that of a matched control group enrolled in a regular educational program. Data were collected from school records, interviews, case studies, psychological tests, and Division of Vocational Rehabilitation records. The experimental subjects had significantly better attendance, fewer school dropouts, and made a better vocational adjustment than the control group. There was no significant difference between the two groups in social and emotional adjustment. Achievement test scores for the tool subjects of arithmetic, reading, and spelling showed no significant differences between the two groups in amount gained. Some implications for program implementation were that specially trained administrative and teaching personnel should be employed for this kind of program, the ratio of teacher to youth should be no greater than one to 20, and the curriculum should be functional, individualized, and vocationally oriented. A review of related literature, a complete program description, and recommendations for further research and programing are included. (ET)

ABSTRACT 23516

EC 02 3516 ED N.A.
Publ. Date 66 98p.
Borg, Walter R.
Ability Grouping in the Public Schools.
EDRS not available
Dembar Educational Research Services, Inc., P. O. Box 1148, Madison, Wisconsin 53701.

Descriptors: exceptional child research: grouping (instructional purposes): ability grouping: heterogeneous grouping: average students: superior students: slow learners: achievement: study habits: student attitudes: student problems: self concept: personality: elementary school students: junior high school students

A four-year study of 4000 pupils examined ability grouping and random grouping. Data collected included measures of achievement, study habits, sociometric status, pupil attitudes, pupil problems, self concept, and personality. Findings showed superior elementary pupils in ability grouping achieved better, but lost in self concept and sociometric status, while those in random grouping had better study habits. Average elementary pupils in random grouping had better study habits, better personality characteristics, higher self concept scores, and fewer problems, while those in ability grouping had improved sociometric status. Slow elementary pupils in random grouping had better achievement performance, study habits, self concept, and personality characteristics, while those in ability grouping gained in sociometric status and had better attitudes toward school and teacher. Superior junior high pupils in ability grouping achieved better, had fewer problems, scored more favorably on poise, ascendency, self-assurance, achievement potential, and intellectual efficiency. Average junior high pupils in ability grouping achieved better, had better study methods, fewer problems, and lower self concept, while those in random grouping scored more favorably on poise, ascendency, self assurance, and the anxiety to achieve measures. Slow junior high pupils in random grouping achieved better and had better self concept scores, but more problems. (MS)

ABSTRACT 23576

EC 02 3576 ED 042 309
Publ. Date Jan 70 137p.
Siegenthaler, Bruce M.
Factors Related to the Speech-Hearing of Children of Below Normal Intelligence. Final Report.
Pennsylvania State University, University Park
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-08080426-4586-032
BR-8-0426

Descriptors: exceptional child research: mentally handicapped: auditory discrimination: auditory perception: educable mentally handicapped: intelligence differences: age differences: institutionalized (persons): etiology: testing

Tests were administered to 209 educable mentally handicapped children (mean age 10.8, mean IQ 77) to determine factors related to speech hearing. Results indicated that mental age, intelligence quotient, physiological age, institutionalization, and organic bases for retardation were not significantly related either to speech reception threshold or to speech discrimination test scores. However, chronological age was related to test performance. Also, the threshold and the discrimination by the Identification of Pictures tests were found both reliable and useful with the educable retarded subjects. (Author/JD)

ABSTRACT 30026

EC 03 0026 ED 043 152
Publ. Date Sep 69 350p.
Hoffman, John L.
An Investigation of Factors Contributing to Successful and Non-Successful Adjustment of Discharged Retardates.
Pineland Hospital and Training Center, Pownal, Maine
Social and Rehabilitation Service (DHEW), Washington, D. C., Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research, mentally handicapped: followup studies: adjustment (to environment): institutionalized (persons): longitudinal studies: adults: rehabilitation: vocational rehabilitation: prediction: personal adjustment: social adjustment: vocational adjustment

Presented is a longitudinal followup study some 4-10 years later of 569 mentally handicapped adults discharged from the Pineland Hospital and Training Center. Described are the setting in which the research was done (the institution, the field, and the State of Maine), relevant literature, the methodology of the data collection and analysis, and the results. Statistical analysis revealed predictive relationships among factors related to the period prior to discharge for successful and non-successful divisions of the categories of post-discharge behavior. Those categories considered were: presence or absence of police contact, self-support ability, wage levels, stability of interpersonal ties, and marital status. Implications of the results for theory and practice are discussed. Accompanying the report and separately bound are two documents: the Tabular Supplement, giving a statistically descriptive longitudinal picture of many aspects of subjects' lives, and the Biographical Supplement, giving specific personal illustration of various types and levels of post-discharge conditions. (KW)

ABSTRACT 30232

EC 03 0232 ED N.A.
Publ. Date 67 6p.
Mueller, Max W.; Dunn, Lloyd M.
Effects of Level #1 of the Peabody Language Development Kits with Educable Mentally Retarded Children--An Interim Report after 4 1/2 Months. IMRID Papers and Reports,

Volume IV, No. 5.
George Peabody College for Teachers, Nashville, Tennessee. Institute on Mental Retardation and Intellectual Development
National Institute of Child Health and Human Development, Bethesda, Maryland
EDRS not available
Peabody College Bookstore, George Peabody College for Teachers, Nashville, Tennessee 37203.

Descriptors: exceptional child research; educable mentally handicapped; language development; language programs; verbal learning; special classes; mentally handicapped

Daily lessons from the experimental version of Level I of the Peabody Language Development Kits were taught by special class teachers to educable mentally handicapped (EMH) students over a 4 1/2 month period. The lessons are intended to stimulate oral language and verbal intelligence, and are designed for children functioning intellectually from the 4 1/2 to 6 1/2 year age level. Nine control classes and 27 experimental classes were involved. Language growth for 85 control subjects and 283 experimental subjects drawn from the subject pool was measured by pre- and posttests with a short form of the Illinois Test of Psycholinguistic Abilities. Control subjects gained 2.59 months in language age, while experimental subjects gained 4.62 months, suggesting that this language development program is effective with EMH students in primary and intermediate special classes. (KW)

ABSTRACT 30238

EC 03 0238 ED 043 185
Publ. Date 68 37p.
Dunn, Lloyd M. and Others
Effectiveness of the Peabody Language Development Kits with Educable Mentally Retarded Children: A Report After Two and One-Half Years. IMRID Papers and Reports, Volume V, No. 15.
George Peabody College for Teachers, Nashville, Tennessee. Institute on Mental Retardation and Intellectual Development
National Institute of Child Health and Human Development, Bethesda, Maryland
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; language development; instructional materials; material development; language instruction; intellectual development; culturally disadvantaged; academic achievement; Peabody Language Development Kits

To determine the effectiveness of the Peabody Language Development Kits over an extended period (2.5 years) with educable mentally retarded (EMR) children, daily oral language stimulation lessons using Levels One and Two of the kit were given to 27 classes for the EMR in schools with culturally disadvantaged populations. Results showed the effectiveness of Peabody Language Development Kit (PLDK) lessons to be significant in areas of language and cognitive growth, but negligible in school achievement. The greater effect indicated by Level One of PLDK was discounted due to unequal treatment; no differentiation in performance was seen among the sexes, with an exception in the area of mathematics. Parallel characteristics in research findings among non-retarded disadvantaged were noted. (RD)

ABSTRACT 30242

EC 03 0242 ED N.A.
Publ. Date 69 17p.
Hausman, Ralph M.
Assessment of the Learning Potential of Exceptional Children. IMRID Papers and Reports, Volume VI, No. 3.
George Peabody College for Teachers, Nashville, Tennessee. Institute on Mental Retardation and Intellectual Development
National Institute of Child Health and Human Development, Bethesda, Maryland
EDRS not available
Peabody College Bookstore, George Peabody College for Teachers, Nashville, Tennessee 37203.

Descriptors: exceptional child reearch; mentally handicapped; educational diagnosis; testing; cognitive ability; research reviews (publications)

Procedures for the assessment of learning potential in mentally handicapped children are discussed. Alternatives to the current reliance upon psychometric data are explained, including culture-free tests and process-oriented tasks. Research studies are cited throughout. (JD)

ABSTRACT 30374

EC 03 0374 ED 043 976
Publ. Date 70 119p.
Heber, Rick
Epidemiology of Mental Retardation.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($8.75).

Descriptors: exceptional child research; mentally handicapped; incidence; etiology; statistical surveys; geographic distribution; population distribution; racial distribution; social distribution; census figures; ethnic distribution

Prevalence data on mental retardation is presented including international estimates on general prevalence, age directions, geographical variations within the United States, racial and ethnic variations, economic class distributions, family variations, and population distribution in institutions. Statistics are also provided in areas of specific diseases and conditions associated with mental retardation such as prenatal and postnatal infections (both known and unknown), intoxications, trauma or physical agents, and metabolism or growth effects. Seventy seven tables and twenty one illustrations accompany the epidemiological information. (RD)

ABSTRACT 30470

EC 03 0470 ED N.A
Publ. Date Nov 70 14p
Cegelka, Patricia A.; Cegelka, Walter J.
A Review of Research: Reading and the Educable Mentally Handicapped.
EDRS not available
Exceptional Children; V37 N3 P187-200 Nov 1970

Descriptors: exceptional child research; educable mentally handicapped; reading; literature reviews; remedial programs; teaching methods; programed instruction

This paper reviews the literature dealing with the importance of reading to educable mentally handicapped (EMH) children, the characteristics of EMH children which influence the acquisition of reading skills, and current approaches to teaching reading to the mentally handicapped. The implications of this research to the teaching of reading are summarized. (Author)

ABSTRACT 30547

EC 03 0547 ED N.A.
Publ. Date Oct 70 10p.
Hersh, Alexander
Changes in Family Functioning Following Placement of a Retarded Child.
EDRS not available
Social Work; V15 N4 P93-102 Oct 1970
Paper Presented at the Annual Meeting of the American Association on Mental Deficiency (92nd, Boston, Massachusetts, May 1968).

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); family relationship; emotional adjustment; parent role; family attitudes; parent school relationship

The study investigated changes in family functioning and interrelationships for three months after the placement of a mentally retarded child in a residential school. The case study method was utilized in the study of 15 families. Data were obtained by tape-recorded parent interviews, case records of the children, and interviews with the children's housemothers and the director of education (or teachers). Findings showed that most families evidenced a four-step emotional response following placement: loss, relief, guilt and ambivalence, then fulfillment and well-being. Regarding the response of parents in relation to the school, it was found that the loss of an active parental role created much anxiety for them. The families were uncertain about the placement and their role in relation to the school and to their child, and further study of the strategies and services of schools in relation to parents is recommended so that the schools can serve the families in addition to the child. Implications for social work practice are noted. (KW)

ABSTRACT 30594

EC 03 0594 ED 044 009
Publ. Date 7 200p.

Birch, Herbert G. and Others
Mental Subnormality in the Community: A Clinical and Epidemiologic Study.
EDRS not available
Williams and Wilkins Company, 428 East Preston Street, Baltimore, Maryland 21202 ($12.50).

Descriptors: exceptional child research; mentally handicapped; etiology; incidence; community surveys; population distribution; clinical diagnosis; socioeconomic background; classification; Scotland

The book reports a clinical and epidemiologic study of the prevalence, distribution, and antecedents of mental subnormality in 8 to 10 year old children living in Aberdeen, Scotland (population 187,000). Utilizing three types of data (differential clinical diagnoses, biological background information, and social characteristics), the study revealed the incidence figure of 104 from the population of 8,274 children in the specified age range (prevalence rate 12.6 per 1,000). Detailed analyses of etiological considerations were conducted in areas of prenatal, birth, and perinatal conditions. Etiologic implications of the social distribution of the subtypes of mental subnormality, characteristics of family considerations in the lower social classes, and an intensive clinical consideration of births resulting in mentally handicapped children were also reported. Appendixes contain data on population characteristics, research methodology, evaluation criteria, and definitions for classification. (RD)

ABSTRACT 30745

EC 03 0745 ED N.A.
Publ. Date 69 8p.
Mann, Philip H.
Modifying the Behavior of Negro Educable Mentally Retarded Boys Through Group Counseling Procedures.
EDRS not available
Journal of Negro Education; V38 N2 P135-42 Spr 1969

Descriptors: exceptional child research; educable mentally handicapped; counseling effectiveness; racial differences; anxiety; self concept; academic achievement; behavior problems; attendance; mentally handicapped; Negroes

To determine the effects of extra classroom group counseling on the self-concepts of educable mentally retarded (EMR) boys, and on the variables of anxiety, academics (reading and arithmetic), deportment, attendance, and race, 36 EMR boys, ages 9-13 years, were selected as subjects. The boys, in special classes and identified as having behavior problems, were divided into control and experimental (E) groups. Twelve subjects were white, 24 Negro. The E group received 12 1-hour counseling sessions. The control group spent equal time with the same counselor, but in a noncounseling library-study situation. Pre and posttests (two self concept scales, one anxiety scale) were given, and teacher ratings obtained. The E Group exhibited positive change in self concept (.05 level of confidence) on one scale but not the other, and showed a significant reduction in anxiety. Teachers indicated improvement (.05 level) in deportment, reading, and arithmetic for the E Group. No difference was found on the variable of attendance. Age and IQ did not appear to alter the effect of counseling. Overall, Negroes made greater gains in reading and attendance than did whites, though there were no significant differences in the E Group alone, indicating both races profited from the counseling. However, gains of Negroes over whites (E Group) approached significance in reading (probability less than .08) and anxiety reduction (probability less than .13). (KW)

ABSTRACT 30843

EC 03 0843 ED 044 874
Publ. Date Jul 69 41p.
Steffenberg, Mary L.
The Development of a Project for Educable Mentally Retarded Children to Receive Vocational Training in Food Service. Final Report.
Brandywine Springs Junior High School, Wilmington, Delaware
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-0-8-080043-3707(010)
BR-8-13043

Descriptors: exceptional child research; educable mentally handicapped; vocational education; food service workers; educational programs; program descriptions; junior high school students; curriculum; mentally handicapped

A Food Service Laboratory Project was initiated at a junior high school for the training, participation, and observation of educable mentally retarded (EMR) students. Thirty EMRs participated in the vocational training program, the academic portion of which was work-oriented and closely related to the work in the Food Service Laboratory. Students, after training, were placed in jobs in a school-work experience program. Community support was elicited, placement opportunities developed, and the 14-17 year old students placed in jobs, in which some limited success was noted. Included are curriculum guides developed, equipment specifications, scales and forms used. Progress was noted in in-school retention rate, basic skill subjects, and growth and maturity of students. Recommendations for further program improvement are made. (KW)

ABSTRACT 30904

EC 03 904 ED N.A.
Publ. Date 70 9p.
Elliott, Raymond N.
Meaningfulness in School Tasks for EMR Children.
EDRS not available
Journal of Special Education; V4 N2 P189-97 Spr-Sum 1970

Descriptors: exceptional child research; educable mentally handicapped; instructional materials; material development; learning theories; retention

The influence of meaningfulness on acquisition and retention of a school-like task with educable mentally retarded (EMR) and normal children was investigated. Nonmeaningful material was made meaningful by the incorporation into it of familiar associations or familiar cues. Classes of EMR children were matched with classes of normal children on MA and CA. Original learning and retention scores were obtained and it was found that meaningfulness had a positive influence on the learning and retention of both groups of children. However, its influence appeared to be different for EMR, normal CA, and normal MA groups. (Author)

ABSTRACT 30911

EC 03 0911 ED N.A.
Publ. Date Dec 70 8p.
Edmonson, Barbara and Others
Social Inference Training of Retarded Adolescents.
EDRS not available
Education and Training of the Mentally Retarded; V5 N4 P169-76 Dec 1970

Descriptors: exceptional child research; educable mentally handicapped; adolescents; social development; interpersonal competence; Social Inference Test

With the educable retarded adolescent's social cue decoding deficit as the focus of experimental remedial concern, five classes of retarded pupils in junior high school special education classes and six classes of institutional resident retarded pupils were used in development and evaluation of prevocational units designed to improve social comprehension and social functioning. Overall, significantly greater gains in social cue decoding were associated with use of the experimental lessons than with use of contrast lessons, audiovisual supplement to ongoing programs, or nonsupplemented programs. Test of Social Inference scores were significantly associated with ratings of social adequacy. Differences were not noted between subjects treated with experimental and comparison programs with respect to gains in social functioning. (Author)

ABSTRACT 31024

EC 03 1024 ED 044 039
Publ. Date Aug 70 54p.
Knutson, Jack M.; Prochnow, Robert R.
Computer Assisted Instruction for Vocational Rehabilitation of the Mentally Retarded.
Texas University, Austin, College of Education
Social and Rehabilitation Service (DHEW), Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; vocational rehabilitation; computer assisted instruction; mentally handicapped; program descriptions; program design; research reviews (publications)

A detailed description of the conception, development, and results of a 2 year project designed to teach the educable mentally handicapped student a set of useful, generalized skills using a computer assisted instruction (CAI) system is presented. Background information on the problem of vocational rehabilitation of the mentally handicapped, present costs, and recent research in the development of better instructional techniques are discussed. Course development, production of a CAI program, developmental testing on the system, pretest, and administration of the instructional materials are presented. Of the 21 students who completed the course, the researchers felt the majority showed an improvement in change-making skills. The CAI is felt to be effective in teaching a set of specified skills to the mentally handicapped student. A detailed example of the logic and instruction in the change-making module is included. (CD)

ABSTRACT 31025

EC 03 1025 ED 046 149
Publ. Date Aug 70 47p.
McKinnon, Rachel and Others
A Follow-Up Study of Graduates from a Vocational Rehabilitation Program in a Residential Training Center for the Mentally Retarded.
California State Department of Rehabilitation, Sacramento
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; vocational rehabilitation; residential programs; followup studies; institutionalized (persons); parent attitudes; student attitudes; graduate surveys

A follow-up study of graduates from a vocational rehabilitation program, in a residential training center for the mentally handicapped, was conducted. Characteristics of the students, economic benefits, changes in level of functioning, need for additional services, student attitudes toward the in-hospital program, and parental attitudes toward the rehabilitation program were reviewed. The follow-up study was felt to point out the need for further services such as a resource person available to employers to enhance understanding, more training in utilization of leisure time and orientation to the community. (CD)

ABSTRACT 31040

EC 03 1040 ED N.A.
Publ. Date Feb 68 15p.
Crosby, Kenneth G.; Blatt, Burton
Attention and Mental Retardation.
EDRS not available
Journal of Education; V150 N3 P67-81 Feb 1968

Descriptors: exceptional child research; mentally handicapped; attention span; research reviews (publications); educational objectives; educational philosophy; behavior; behavior change

The relationship of attention to mental retardation is explored by examining a multitude of research in the field. The authors conclude that the question of whether mentally handicapped children are less able to sustain attention and are more susceptible to distraction by extraneous stimuli remains unanswered. Implications for educational practice are then examined. The indication that the pupils attention for what the teacher can know of it) is behavior is noted by the authors; and the teacher's job is seen as trying to generate, through deliberate application of his methods (operant conditioning, basic needs, time-space orientation), more adequate behavior. (CD)

ABSTRACT 31055

EC 03 1055 ED N.A.
Publ. Date 69 13p.
Blake, Kathryn A. and Others
Learning of Basal Reading Skills by Mentally Handicapped and Non-Mentally Handicapped Children.
EDRS not available
Journal of Research and Development in Education; V2 N2 P3-15 Win 1969

Descriptors: exceptional child research; mentally handicapped; gifted; basic reading; reading skills; academic achievement; learning processes; trend analysis; cognitive processes; reading comprehension; word recognition

A 3-year investigation was carried out to study achievement in basal reading skills (word recognition and comprehension skills) by retarded, normal, and superior pupils taught in a basal reading program at reading instructional levels 2, 3, 4, and 5. Subjects totaled 94 students who used the Scott, Foresman New Basic Readers. Data were collected on six categories of basal reading skills, encompassing 50 skills. Extensive data are presented relating to major research objectives: the identification of sequences among basal reading skills, the examination of intellectual processes related to achievement in selected basal reading skills (identification of processes, extent of relationship, relative contribution, differences among skills), the describing of trends in achievement of basal reading skills over reading levels 2, 3, 4, and 5 (presence and nature of trends), the comparison of the retarded and normal groups' achievement and of the normal and superior groups' achievement (level and rate of acquisition of basal reading skills). Reaction papers to the study are included. (KW)

ABSTRACT 31120

EC 03 1120 ED N.A.
Publ. Date Nov 70 8p.
Humes, Charles W., Jr.
A Novel Group Approach to School Counseling.
EDRS not available
Training School Bulletin; V67 N3 P164-71 Nov 1970

Descriptors: exceptional child research; mentally handicapped; group therapy; educable mentally handicapped; counseling

A description of innovative group counseling procedures and counseled group response with educable mentally retarded (EMR) adolescents in a public school setting was presented. In the project, two different groups received 12 one hour counseling sessions with a different counselor for each group. The first three sessions were facilitative (unstructured) and the remaining meetings were problem-oriented (structured). Analysis of counseled group response suggested that the technique could be used successfully with EMRs. (Author)

ABSTRACT 31164

EC 03 1164 ED N.A.
Publ. Date Sep 70 3p.
Williams, Eddie H.
Effects of Readiness on Incidental Learning in EMR, Normal, and Gifted Children.
EDRS not available
American Journal of Mental Deficiency; V75 N2 P117-9 Sep 1970

Descriptors: exceptional child research; educable mentally handicapped; gifted; incidental learning; readiness (mental); learning theories

The study investigated the effects of readiness on incidental learning among EMR, normal, and gifted subjects who were equated on CA. The subjects were divided into readiness and nonreadiness treatment groups. The incidental learning stimuli were presented with the intentional learning materials. The criterion measure was based on the incidental learning task. When readiness was given, EMR, normal, and gifted subjects did not differ in incidental learning; when readiness was not given, they did. Readiness was found to benefit EMR and normal subjects while it had no effect on gifted subjects. (Author)

ABSTRACT 31166

EC 03 1166 ED N.A.
Publ. Date Sep 70 5p.
Johnson, John T., Jr.; Sowles, Cathie N.
Proactive and Retroactive Inhibition as a Function of Intelligence.
EDRS not available
American Journal of Mental Deficiency; V75 N2 P130-4 Sep 1970

Descriptors: exceptional child research; mentally handicapped; paired associate learning; intelligence

The purpose of the study was to examine proactive and (three) retroactive interference as a function of intelligence. Subjects of similar CA were drawn from three levels of intelligence (60 to 80, 90 to 110, 120 to 140). Each subject learned an original list of eight pairs of familiar nouns, an interpolated list, and then relearned the original list. In original learning, the low IQ group took significantly longer to reach criterion than the average and high IQ groups, which did not differ. There were no differences between the groups in proactive interference, but some evidence was found to suggest re-

latively greater retroactive interference in the average IQ group. It was concluded that little evidence was provided to support the theory of an inhibition deficit in retarded individuals. (Author)

ABSTRACT 31254

EC 03 1254 ED 046 170
Publ. Date Aug 70 151p.
Gladis, Sister Mary Paulette
The Influence of Typewriting on Selected Language Arts Skills and Motor Development of the Educable Mentally Handicapped, Volume I. Final Report.
North Dakota University, Grand Forks
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-0-70-1220(607)
BR-44-2199
Author's Doctoral Dissertation, University of North Dakota.

Descriptors: exceptional child research; educable mentally handicapped; language arts; typewriting; motor development; language instruction; reading skills; vocabulary development; spelling; academic achievement; mentally handicapped

To determine the influence of typewriting on selected language arts skills and motor development of the educable mentally retarded (EMR), the study investigated the academic achievement of such students in reading, vocabulary, spelling, and in motor skill development resulting from the use of the typewriter and specially prepared typewriting materials. Control and experimental groups consisted of 30 EMR students each. For 8 weeks students were taught touch typewriting, then for 20 weeks received instruction in language arts skills in addition to regular reading lessons. The experimental group completed the programed exercises on electric typewriters, while the control group completed them by writing with pencil or pen. Pre- and posttests were administered. Adjusted mean scores of the experimental group were higher in reading, spelling, and in 10 of the 14 motor development subtests (in two of which statistical significance was attained). No significant differences in vocabulary performance were noted. Positive attitudes toward typewriting were observed to be strong. Appendixes are contained in Volume II (EC 03 1255). (KW)

ABSTRACT 31255

EC 03 1255 ED 046 171
Publ. Date Aug 70 134p.
Gladis, Sister Mary Paulette
The Influence of Typewriting on Selected Language Arts Skills and Motor Development of the Educable Mentally Handicapped, Volume II. Final Report.
North Dakota University, Grand Forks
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-0-70-1220(607)
BR-44-2199

Descriptors: exceptional child research; educable mentally handicapped; language arts; typewriting; motor development; language instruction; reading skills; vocabulary development; spelling; academic achievement; mentally handicapped

The second of two volumes, the document contains the appendixes to a study which investigated the influence of typewriting on selected language arts skills and motor development of educable mentally retarded students. The academic achievement of such students in reading, vocabulary, spelling, and in motor skill development, after completing language arts progamed exercises on electric typewriters instead of by hand with pen or pencil, is recorded in Volume I (see EC 03 1254). The appendixes contain material on such topics as progress reports, participating schools, characteristics of subjects, typewriting materials, progress record forms, evaluation and case study forms, typewriting tests, raw data, case studies, and teachers' evaluations. (KW)

ABSTRACT 31389

EC 03 1389 ED 046 193
Publ. Date Mar 68 150p.
Meyen, Edward L.; Carr, Donald L.
An Investigation of Teacher Perceived Instructional Problems: Indicators of In-Service Training Needs for Teachers of the Educable Mentally Retarded. Special Report.
Iowa University, Iowa City, Special Education Curriculum Development Center
Office of Education (DHEW), Washington, D. C., Bureau of Education for the Handicapped
EDRS mf,hc
OEG-3-7-002883-0449
BR-6-2883

Descriptors: exceptional child research; educable mentally handicapped; teacher attitudes; curriculum problems; educational problems; teaching methods; instructional materials; state surveys; special education teachers; special classes; Iowa; Bureau of Education for the Handicapped

The study was undertaken to assess instructional problems perceived by special class teachers, the results of which would serve as a basis for the development of materials for use in the statewide in-service training sessions for teachers of the educable mentally retarded conducted by the Iowa Special Education Curriculum Development Center. To identify topics relevant to levels of instruction and to specify the significance of each problem according to a rank order, a survey instrument was designed to discover both general and specific instructional problems and variables which influence the nature of those problems. Three dimensions of each problem were assessed--methodology, appropriateness of instructional task, and availability of classroom materials and ideas for activities. Descriptive data and findings are based on replies from 481 teachers of the EMR (89% of such teachers in the state). In general, seat work, social studies materials and activities, and reading methods and materials ranked as the most difficult areas; least difficulty was experienced in use of psychological information, special subjects, understanding pupil characteristics, and pupil evaluation. The most meaningful variable was age level of the class. (KW)

ABSTRACT 31394

EC 03 1394 ED 046 198
Publ. Date Sep 70 33p.
Levitt, Edith
Higher-Order and Lower-Order Reading Responses of Mentally Retarded and Normal Children at the First-Grade Level. Interim Report.
Columbia University, New York, New York, Teachers College
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-2-7-070701-4249
BR-422001

Descriptors: exceptional child research; educable mentally handicapped; reading skills; reading processes; response mode; mentally handicapped; primary grades

To explore the reading strategies of normal and retarded children, based on higher and lower order reading responses, 26 educable mentally handicapped and 24 first graders (equated for reading achievement) were tested. It was hypothesized that normals would make more higher order reading responses than educables and educables would make more lower-order reading responses than normals. Data were based on errors and other responses during reading. Results were felt to confirm the hypothesis predicting the relationship between educables and low level responses and partially confirm the hypothesis of higher-level responses for normals. It was concluded that inculcation of efficient reading strategies is a legitimate educational goal for the mentally handicapped. (CD)

ABSTRACT 31441

EC 03 1441 ED N.A.
Publ. Date Dec 70 10p.
Kang, Ellen Song and Others
Results of Treatment and Termination of the Diet in Phenylketonuria (PKU).
EDRS not available
Pediatrics: V46 N6 P881-90 Dec 1970

Descriptors: exceptional child research; mentally handicapped; disease control; medical treatment; followup studies; dietetics; age differences; medical research; intelligence quotient; intellectual development; intelligence differences; infancy; phenylketonuria; phenylalanine diet (low); pediatrics

To obtain information on the value of low phenylalanine diet in treatment of phenylketonuria (PKU), the clinical course of 82 PKU patients were examined with special attention to level of

intellectual functioning. It was found that the mean IQ of 27 PKU patients (mean age 3 years 10 months) treated before 3 weeks of age was comparable to that of their unaffected siblings. The mean IQ of 12 patients (mean age 5 years 6 months) treated between 3 and 6 weeks of age fell significantly below the mean IQ of unaffected siblings. Seventeen patients treated after 8 weeks of age did not differ in mean IQ from 11 untreated patients, although more than half of the late-treated group made significant gains in IQ under treatment. Dietary therapy was discontinued in 26 cases. In 11 patients followed for 6 years and in 15 followed for 2 to 3 1/2 years, no deterioration was observed. Thirteen atypical PKUs showed normal intellectual development. An unexplained male predominance was found in this group. (Author/KW)

ABSTRACT 31502

EC 03 1502 ED 047 432
Publ. Date 70 18p.
Fredericks, H. D. Bud and Others
A Validity Study of the Diagnosis and Placement of Certified EMR Pupils in Oregon.
Oregon State System of Higher Education, Monmouth. Teaching Research Division
Oregon State Board of Education, Salem
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; student placement; educational diagnosis; test validity; program evaluation; admission criteria; student evaluation; placement; Oregon

In order to determine the validity of placement procedures for the educable mentally retarded (EMR) in Oregon and to examine the value of documents used in certifying EMR pupils, a diagnostic evaluation was made on 97 children who were permanently certified as EMR during the years 1967-68 (IQ scores of 50 through 80). The children were administered medical examinations, educational and psychological tests, and were rated by their teachers on the Walker Behavior Checklist. Results showed that only one child from the sample of 97 was inappropriately placed in an EMR class. Although IQ scores revealed 14 other children with IQ's above 80, it was concluded that the evidence of educational performance and medical information justified the placement. In relation to the value of the forms used by the Oregon Board of Education, indications were made for the need of more stringent visual and hearing acuity tests and for the inclusion of standardized educational tests. The danger of placing a child in an EMR class primarily on the basis of an IQ score was emphasized. (RD)

ABSTRACT 31597

EC 03 1597 ED 047 455
Publ. Date Sep 70 233p.
Reiss, Philip
Locus of Control and Social Reinforcement in the Performance of Educable Mentally Retarded Boys. Final Report.
State University College, Buffalo, New York
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
OEG-2-9-420091-1066(010)
BR-9-B-091

Descriptors: exceptional child research; educable mentally handicapped; social reinforcement; self control; behavior rating scales; mentally handicapped; males; reinforcers; feedback; task performance; self concept

The study investigated the manner in which locus of control (the degree to which an individual conceptualizes a relationship between his own behavior and the outcomes of this behavior) interacted with selected task and reinforcer variables in the performance of educable mentally handicapped boys. One hundred ninety-two adolescent males performed each of four tasks in four different reinforcement conditions. It was suggested that tasks themselves, as well as reinforcers, provided information to the individual concerning his behavior. Results were interpreted as generally supporting the hypothesis. Implications were drawn for the use of reinforcers in the classroom, the role of task interest in curriculum design, and the need to consider individual differences in motivational orientation when selecting instructional materials and methods. (CD)

ABSTRACT 31608

EC 03 1608 D 047 462
Publ. Date 70 7p.
Sitko, Merrill
Input Organizational Strategies of Educable Mentally Retarded and Normal Boys in Free Recall Verbal Learning.
Indiana University, Bloomington, Department of Special Education
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; retention; verbal learning; associative learning; learning characteristics; cognitive processes; paired associate learning

To investigate organizational strategies of educable mentally retarded (EMR) and normal boys, the performance of 30 normal boys (mean IQ 105.1) and 30 EMR boys (mean IQ 69.9), ages 7-12 years, was compared on various free recall learning tasks. Three measures of input organization employed were category clustering, associative clustering, and subjective organization. Subjects were presented with five stimulus lists of 12 words each, and were given 12 trials on each list. Results showed that EMR boys demonstrated less category clustering and recall than normal boys on the categorized list, and less associative clustering and recall on a stimulus list composed of high-associative paradigmatic noun pairs. Difference in recall between the groups on a stimulus list of high-associative syntagmatic word pairs was significantly less than the difference in recall on a list of high-associative paradigmatic noun pairs. EMR boys also exhibited significantly less recall than normal boys on stimulus lists of low-associative paradigmatic and low-associative syntagmatic word pairs. (Author/KW)

ABSTRACT 31657

EC 03 1657 ED N.A.
Publ. Date Feb 71 90p.
Wolfensberger, Wolf; Kurtz, Richard A.
Measurement of Parents' Perceptions of Their Children's Development.
EDRS not available
Genetic Psychology Monographs: V83 N1 P3-92 Feb 1971

Descriptors: exceptional child research; mentally handicapped; parent attitudes; prediction; child development; parental aspiration; parent counseling; attitude tests

The study investigated parents' perceptions of their children's development in an attempt to obtain information relevant to the management and counseling of parents of the retarded. Two techniques designed to be useful for assessment or guidance facilitation were developed. The Parental Realism Assessment Technique, which assesses parents' concurrent realism about their child's behavioral attainments, requires them to estimate their child's developmental age in eight areas. Estimates are converted into developmental quotients (DQs) and compared to DQs in each area as derived from tests or observations. The second technique, the Parental Expectation of Child Development Technique assesses parents' predictive realism by obtaining eight parental projections of their children's development into adulthood. The techniques were piloted on 190 parents of 117 developmentally retarded children. Parents were found to be quite realistic about concurrent retardation (69% of parents' estimates of global intelligence fell within 15 DQ points of the test DQ), but very unrealistic in predicting vast improvements, particularly in academic achievement. Parents expected about two-thirds of the children to become normal, and 23% to finish high school. Parents who were Protestant, of high socio-economic status, and with less retarded children were more realistic than Catholics, low SES parents, and parents with more severely retarded children, respectively. It was concluded that the construct of parental realism must be divided into concurrent and predictive realism, and that parents are apt to be realistic on the first and unrealistically over optimistic on the second construct. (KW)

ABSTRACT 31661

EC 03 1661 ED N.A.
Publ. Date Feb 71 4p.
Schwartz, Robert H.; Cook, John J.
Mental Age as a Predictor of Academic Achievement.
EDRS not available

Education and Training of the Mentally Retarded: V6 N1 P12-5 Feb 1971

Descriptors: exceptional child research; mentally handicapped; intelligence tests; student placement; intelligence quotient; predictive measurement

Data resulting from two studies involving 499 mentally handicapped children in special classes revealed that the differences between actual and expected achievement tend to increase as a function of age regardless of IQ. While the mental age (MA) may be a reasonably valid measure of the developmental level of the individual, it was felt that other factors had a significant effect on achievement and the MA has questionable utility as a standard for educational placement. (Author)

ABSTRACT 31663

EC 03 1663 ED N.A.
Publ. Date Feb 71 5p.
Monroe, J. Donald; Howe, Clifford E.
The Effects of Integration and Social Class on the Acceptance of Retarded Adolescents.
EDRS not available
Education and Training of the Mentally Retarded: V6 N1 P20-4 Feb 1971

Descriptors: exceptional child research; educable mentally handicapped; regular class placement; social attitudes; mentally handicapped; peer acceptance

Two questions relating to the social acceptance of educable mentally handicapped adolescents in an integrated junior high school were investigated. Seventy educable mentally handicapped boys were selected. Conclusions drawn were that the length of time a retarded student is integrated does not apparently influence his acceptance, and that social class appears to be related to social acceptance. (Author)

ABSTRACT 31748

EC 03 1748 ED N.A.
Publ. Date Jan 71 8p.
Cartwright, G. Phillip
The Relationship Between Sequences of Instruction and Mental Abilities of Retarded Children.
EDRS not available
American Educational Research Journal: V8 N1 P143-50 Jan 1971

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; learning characteristics; sequential learning; adolescents

To examine the relationship between instructional sequencing and learning abilities of mentally handicapped children, 40 educable mentally handicapped adolescents were tested. The data analyses indicated that subjects taking two different sequences of instruction covering the same content obtained equivalent scores on the criterion tests for immediate learning, retention, and transfer. The researchers indicated that the study did not provide strong support for the theory that sequences of instruction could be matched to children's profiles of abilities. (CD)

ABSTRACT 31787

EC 03 1787 ED 048 683
Publ. Date 70 18p.
Blount, William R.
Retardate and Non-Retardate Concept Usage Performance: Abstraction Ability, Number of Referents and Item Familiarity. Volume I, Number 5.
South Florida University, Tampa, Institute III: Exceptional Children and Adults
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; concept formation; thought processes; abstraction levels; educable mentally handicapped; comprehension; Florida

To determine concept usage performance of the mentally handicapped when confronted with familiar items used in the concept usage tasks, 32 common concepts were presented to 25 educable mentally handicapped and 22 non-retarded subjects. From the responses to this number of referents task, a concept usage task was constructed which required choosing the three of five pictures that went together on a given card (one card per concept) as well as giving a verbal label for the concept. Results indicated that there were no significant differences between the groups on abstraction ability, on any of three measures from the number or referents task, or on the number of items correctly chosen in the concept usage task. It was noted that non-retarded subjects did, however, appropriately label significantly more of the concepts in the concept usage task. (Author/CD)

ABSTRACT 31918

EC 03 1918 ED 047 484
Publ. Date Aug 70 326p.
Cook, John J.; Blessing, Kenneth R.
Class Size and Teacher Aides as Factors in the Achievement of the Educable Mentally Retarded. Final Report.
Wisconsin State Department of Public Instruction, Madison, Division for Handicapped Children
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-3-6-062620-1879
BR-6-2620

Descriptors: exceptional child research; educable mentally handicapped; class size; teacher aides; student behavior; mentally handicapped; behavior rating scales; teacher attitudes; primary grades; intermediate grades

The purpose of the study was to determine the effects of class size and the use of teacher aides on pupil behavior and teacher behavior in educable mentally handicapped classes at the primary and intermediate grade levels. In the course of the study 20 classes remained constant and 18 aides were employed throughout the project. Effects on pupil behavior were determined by contrasting the educational and linguistic achievement and social behaviors in the several instructional arrangements. Researchers concluded that the major impact of the aides alone appeared to be a reduction in undesirable behavior in the classroom and an enhancement of the spelling achievement; class size alone had an effect on arithmetic and classroom behavior, with the standard classes gaining more in math and manifesting less negative behavior than the increased classes. It was generally felt that the most pronounced effects of the study appeared in the primary classes and suggested to the researchers that administrative strategies other than aides and class size should be developed to enhance the behavioral, linguistic functioning of intermediate educable mentally handicapped pupils. (CD)

ABSTRACT 31920

EC 03 1920 ED 047 485
Publ. Date Aug 70 50p.
Garrison, Mortimer; Hammill, Donald
Who Are the Retarded: Multiple Criteria Applied to Children in Educable Classes. Final Report.
Temple University, Philadelphia, Pennsylvania, College of Education
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-70-2264(607)
BR-482239

Descriptors: exceptional child research; educable mentally handicapped; student placement; admission criteria; regular class placement; special classes; elementary school students; identification; grouping (instructional purposes)

To compare the performance of children in classes for the educable mentally handicapped (EMH) with their peers (age mates) in regular classes on relevant dimensions, to investigate the validity of class placements using multiple criteria, and to determine the relationship between class placement and demographic variables, 378 children in EMH classes and 319 in regular classes (aged 11 years) were compared. The Slosson Intelligence Test for Children and Adults, an adaptation of the Test of Social Inference, an adaptation of the Temple Informal Reading Inventory, and the Auditory Reception and Verbal Expression subtests from the 1968 Illinois Test of Psycholinguistic Abilities were given. The distributions were converted into T-scores and the children scoring above and below a T-score of 45 (equivalent in the research data to an IQ of 75) on each of the variables were identified. Applying Jastak's concept of multiple criteria led to the authors' suggestion that the diagnosis in 25% of the children in EMH classes may be erroneous in that they scored above the cutting point on at least four of the five criteria. Only 31% of those in the EMH classes failed either four or five of the five criteria. The authors note that the findings support efforts to maintain most children found in EMR classes in

the regular classroom through the use of tutoring and resource rooms. (Author/RD)

ABSTRACT 31923

EC 03 1923 ED 047 487
Publ. Date Sep 69 169p.
Armstrong, Jenny R.
Mathematics Curriculum Innovation and Evaluation for Educable Mentally Retarded. Final Report.
Wisconsin University, Madison
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-0-8-080568-4598(032)
BR-592206

Descriptors: exceptional child research; educable mentally handicapped; mathematics; curriculum development; evaluation; mentally handicapped; cognitive development

The study was divided into three major phases: to develop a mathematics curriculum for educable mentally handicapped; to develop a measurement instrument to evaluate the children's learning at various cognitive levels; and to determine the relative effects of two instructional approaches (inductive and deductive), two forms of repetition (exact and varied) and two modes of representation (manipulative and non-manipulative) on the children's mathematical learning. Seventy-two subjects from two elementary schools were selected and placed in one of eight program conditions. It was found that the total program, when IQ was allowed to vary, resulted in significant amounts of learning at various cognitive levels. Manipulative modes of application were noted as better facilitating synthesis level learning than did nonmanipulative modes of application. The inductive mode of presentation was felt to facilitate the learning of set operations better than the deductive mode, and the two forms of repetition equally facilitated all types of mathematical learning. (CD)

ABSTRACT 31992

EC 03 1992 ED 048 716
Publ. Date Sep 70 128p.
Lofquist, Lloyd H.; Dawis, Rene V.
Assessing the Work Personalities of Mentally Retarded Adults. Final Report.
Minnesota University, Minneapolis, Department of Psychology
Social and Rehabilitation Service (DHEW), Washington, D. C., Division of Research and Demonstration Grants
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; adults; vocational aptitude; evaluation methods; testing problems; test construction; material development; General Aptitude Test Battery; Minnesota Importance Questionnaire

A series of studies were conducted to modify the General Aptitude Test Battery (GATB) and the Minnesota Importance Questionnaire (MIQ) for use with mentally retarded individuals. Modification of the GATB consisted of eliminating answer sheets, increasing practice, individual administration, untimed administration, removal of verbally loaded items, and simplifying test instructions and practice problems. None of these modifications significantly changed the test performance of the mentally retarded subjects. Modification of the MIQ involved rewriting the item stems at a readability level which was understandable to mentally retarded individuals. Form S, the revised 17-scale MIQ, was found equivalent to the standard MIQ in terms of profile similarity and, for 11 of 17 scales, equivalent means and standard deviations. Individual differences in measured abilities and needs among the mentally retarded were found to approximate those of the non-mentally retarded. Applicability of the Theory of Work Adjustment, utilizing the GATB and Form S MIQ in assessing work personalities, is indicated for mentally retarded individuals in the borderline and, to a lesser extent, the mild categories. (Author)

ABSTRACT 32019

EC 03 2019 ED N.A.
Publ. Date Apr 71 16p.
Mercer, Jane R.
Sociocultural Factors in Labeling Mental Retardates.
EDRS not available
Peabody Journal of Education; V48 N3 P188-203 Apr 1971

Descriptors: exceptional child research; educable mentally handicapped; socioeconomic influences; cultural factors; minority groups; identification; Mexican Americans; Negroes; evaluation methods; mentally handicapped; California

The discussion concerns the disproportionate numbers of persons from low socioeconomic groups and from ethnic minorities found in a California survey who had been labeled as mentally retarded. Possible explanations investigated included an analysis of the labeling process, analysis of children who had been identified as educable, analysis of the labeling process in the public schools, and the interaction between sociocultural factors and clinical measures. The correlation between sociocultural factors and standard measures of intelligence were significant. Ethnic groups alone accounted for 28% of the variance in IQ's between Anglos, Mexican-Americans, and Negroes, while socioeconomic status accounted for only 10.9% of the variance. Persons from the ethnic minorities who were considered retarded had fewer physical disabilities and adaptive behavior failures than retarded Anglos. One conclusion was that the higher rates of identification as retarded in minority groups may be the result of a culture-bound perspective in the interpretation of clinical measures. (RJ)

ABSTRACT 32112

EC 03 2112 ED N.A.
Publ. Date Mar 71 11p.
Birenbaum, Arnold
The Mentally Retarded Child in the Home and the Family Cycle.
EDRS not available
Journal of Health and Social Behavior; V12 N1 P55-65 Mar 1971

Descriptors: exceptional child research; mentally handicapped; mother attitudes; parent child relationship; family (sociological unit); parent role; child rearing; parent attitudes

The discussion of family structure, organization, and community participation of families with a mentally retarded child at home is based on interviews with 103 mothers of retarded children. The article focuses upon the adaptations of mothers in particular. Explained is how the problem of managing the child at home is considered to be made routine by emulating conventional parenthood, and thus constructing a normal-appearing life style. Despite their difficulty in treating their children like normal children, which was how the mothers believed a retarded child should be brought up, mothers were able to establish routines in the home. Especially in the early years, the child could be included in conventional domestic life. Routinization of disability was regarded as more difficult in the future, because the mother's activities in relation to her older retarded child paralleled less and less those of mothers of normal children, and a normal-appearing round of life thus would be less able to be maintained. Mothers' role performances were skewed in the direction of expressive versus instrumental activities, based on advocacy of strategies contrasting with actual behavior and which were intended primarily for claiming that conventional routines were being followed, and based on capacity to meet expectations of other family members. (Author/KW)

ABSTRACT 32148

EC 03 2148 ED N.A.
Publ. Date 70 211p.
Segal, Robert M.
Mental Retardation and Social Action: A Study of the Associations for Retarded Children as a Force for Social Change.
EDRS not available
Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 ($9.50).

Descriptors: exceptional child research; mentally handicapped; parent associations; group structure; national organizations; social change; socioeconomic status; state agencies; group dynamics

The purpose of the study was to examine the role that voluntary parents' associations concerned with the welfare of the mentally retarded have played as a force for social change. Selected for study were the National Association for Retarded Children, three of its autonomous

state units and four local units. Data on the structure, membership, and social action strategies of the associations were gathered through printed material, questionnaires, interviews, and attendance at meetings. Examined are the historical development and structure of the associations. Socioeconomic characteristics of the membership are delineated, including a comparison of parents and nonparents of retarded children with regard to their social characteristics, attitudes and degree of participation in the association. Classification of members' retarded children is presented. Social action goals and strategies are examined on a national, state, and local level, and various types of strategies are ranked according to frequency of use and effectiveness. Case studies of three State Offices of Mental Retardation are used to describe the role played by the associations in the implementation of these agencies. (KW)

ABSTRACT 32224

EC 03 2224 ED 050 510
Publ. Date 71 21p.
Goodman, H. and Others
Social Acceptance of EMRs Integrated into a Nongraded Elementary School. Volume 1, Number 20.
Research Institute for Educational Problems, Cambridge, Massachusetts
EDRS mf,hc

Descriptors: exceptional child research; educable mentally handicapped; peer relations; regular class placement; discriminatory attitudes (social); mentally handicapped; nongraded primary system; special classes; elementary school students; social attitudes

Twenty intermediate and 16 primary grade children were administered sociometric questionnaires to determine the social acceptance of three groups of children: normal children, educable mentally handicapped who were integrated into the academic routine of a nongraded school, and educables who remained segregated in a self-contained class. Results were felt to show that both integrated and segregated educable mentally handicapped were rejected significantly more often than normal children, that younger children are more accepting of others than older children, that boys express more overt rejection than girls, and that integrated educables are rejected more than segregated ones by boys but not by girls. The conclusion was advanced that regardless of intellectual level, the labeling of certain children as retarded may affect the expectations that normal children maintain for them; and that the same behaviors that lead to rejection when exhibited by normals may not result in social rejection when exhibited by children classified as mentally handicapped. (Author/CD)

ABSTRACT 32298

EC 03 2298 ED N.A.
Publ. Date Mar 71 7p.
Fuller, Renee; Shuman, Joyce
Treated Phenylketonuria: Intelligence and Blood Phenylalanine Levels.
EDRS not available
American Journal of Mental Deficiency; V75 N5 P539-45 Mar 1971

Descriptors: exceptional child research; dietetics; biochemistry; mentally handicapped; intelligence; phenylketonuria

Analysis of 113 phenylketonurics on treatment with a low phenylalanine diet showed: a decrease in performance on tests of intelligence in children younger than 18 months when blood phenylalanine levels were below 5 mg/100 ml, raising the question of whether phenylalanine needs of phenylketonuric infants are greater than normal infants and older children; dietary regimens producing phenylalanine levels above 5 mg/100 ml were not followed by a decrease in IQ; discontinuation of dietary treatment was more deleterious to the IQ of those children whose phenylalanine intake had been more limited (blood phenylalanine level less than 9 mg/100 ml) in the year immediately prior to discontinuation than in those children kept on more liberal intake (phenylalanine greater than 9 mg/100 ml). (Author)

ABSTRACT 32301

EC 03 2301 ED N.A.
Publ. Date Mar 71 5p.
Chasey, William C.; Wyrick, Waneen
Effects of a Physical Developmental Program on Psychomotor Ability of Retarded Children.
EDRS not available
American Journal of Mental Deficiency; V75 N5 P566-70 Mar 1971

Descriptors: exceptional child research; educable mentally handicapped; physical fitness; psychomotor skills; mentally handicapped

The Oseretsky Tests of Motor Proficiency were administered to 27 educable mentally handicapped (EMH) children before and after participating in a 15-week physical developmental program, and to 20 EMH children not enrolled in the developmental program. A comparison of pre- and post-program performances on the Oseretsky Tests indicated that: EMH children receiving a concentrated physical education program improved significantly in the gross motor skill components of the Oseretsky Test, and these improvements resulted in the experimental EM group surpassing the control group on the majority of items of the posttest. (Author)

ABSTRACT 32549

EC 03 2549 ED N.A.
Publ. Date 71 6p.
Neeman, Renate L.; Phillips, Herbert E.
Perceptual-Motor Attributes of Mental Retardates.
EDRS not available
American Journal of Occupational Therapy; V25 N5 P253-8 Jul-Aug 1971

Descriptors: exceptional child research; mentally handicapped; perceptual motor coordination; test evaluation; testing; evaluation methods; young adults; Purdue Perceptual-Motor Survey

The Purdue Perceptual-Motor Survey was applied to the evaluation of mentally retarded clients in a sheltered workshop. The study sought to investigate test-retest reliability, and construct validity of the instrument for young adult mental retardates. Correlation analysis was used. Test-retest reliability was adequate (76-95) for all but three of 20 items administered. Interrelations among items in the present study were consistent with those previously obtained by Roach and Kephart sampling normal achieving school children. In addition, several significant correlations among items in the present study appeared to be reflections of the frequent incidence of perceptual-motor deficits in the mental retardates surveyed. Several items appeared to be intercorrelated with background variables IQ, CA, or sex. The findings supported construct validity of the Perceptual-Motor Survey as applied to young adult mental retardates. (Author/KW)

ABSTRACT 32585

EC 03 2585 ED N.A.
Publ. Date 70 8p.
Gozali, Joav; Meyen, Edward L.
The Influence of the Teacher Expectancy Phenomenon on the Academic Performances of Educable Mentally Retarded Pupils in Special Classes.
EDRS not available
Journal of Special Education; V4 N4 P417-24 Fall-Win 1970

Descriptors: exceptional child research; educable mentally handicapped; teacher attitudes; academic achievement; mentally handicapped; self fulfilling prophecies

A review of research shows that expectancy has been suggested as a motivational force which could be used to improve academic achievement. Rosenthal & Jacobson (1968) found that teachers' high expectations of students' academic achievement had a significant impact on slow learners. An experiment was conducted to further explore the impact of expectancy on educable mentally retarded students. The results did not support the notion of linear relations between expectancy and improved academic achievement. It seems that the teaching-learning process, when investigated unidimensionally, yields ambiguous results. It is strongly suggested that, rather than seeking simple answers to complex problems, complex processes should be investigated with complex methodologies. (Author)

ABSTRACT 32586

EC 03 2586 ED N.A.
Publ. Date 70 5p.
Levitt, Edith
The Effect of Context on the Reading of Mentally Retarded and Normal Children at the First Grade Level.
EDRS not available
Journal of Special Education; V4 N4 P425-9 Fall-Win 1970

Descriptors: exceptional child research; educable mentally handicapped; reading ability; context clues; mentally handicapped

The study tested two hypotheses: that inclusion in context will produce significant improvement in word recognition of mentally retarded and normal subjects reading at the first grade level, and that facilitation of word recognition by context will be significantly greater for normal, as compared to mentally retarded, subjects. The procedure involved comparison of reading performance under wordlist and context conditions. An analysis of variance, based on error scores, upheld the study's first hypothesis, but failed to support the second. (Author/KW)

ABSTRACT 32619

EC 03 2619 ED 051 619
Publ. Date 71 212p.
Braginsky, Dorothea D.; Braginsky, Benjamin M.
Hansels and Gretels: Studies of Children in Institutions for the Mentally Retarded.
EDRS not available
Holt, Rinehart and Winston, Inc., 383 Madison Avenue, New York, New York 10017 ($6.95).

Descriptors: exceptional child research; educable mentally handicapped; psychological characteristics; institutionalized (persons); attitudes; interpersonal competence; self concept; family characteristics; mentally handicapped; theories

Data from research with mildly mentally retarded children conducted in state training schools contradicts prevalent conceptions and theories of mental retardation and supports a new way of conceptualizing retardation, in which retardates are not seen as qualitatively different from others nor as defective or less than human organisms. Investigated were retardates' effectiveness in interpersonal manipulation, adaptation to their environment, family background and reasons for institutionalization, and attitudes toward retardation as compared to those of the staff. Results show the retardates to be adept, rational, sensitive, resourceful, and intelligent human beings, able to carry out subtle manipulative strategies, control and exploit their somewhat hostile environment, and maintain their belief that they were not particularly stupid or different even in the face of the staff's opposite views. Children were often institutionalized for reasons of rejection or family disintegration. It is concluded that mental retardation is a sociopolitical rather than psychological construct, stigmatizing victims of social events who are not psychologically different from other persons. Theoretical and treatment implications emphasize need to establish cooperative retreats free from the myth of mental deficiency. (KW)

ABSTRACT 32686

EC 03 2686 ED 052 551
Publ. Date Oct 70 70p.
A Follow-Up and Comparison of Graduates from Two Types of High School Programs for the Mentally Handicapped. Final Report.
Dearborn Public Schools, Michigan
Office of Education (DHEW), Washington, D. C.
EDRS mf,hc
OEG-3-7-068680-0106
BR-6-8680

Descriptors: exceptional child research; educable mentally handicapped; senior high schools; educational methods; regular class placement; special classes; followup studies; vocational adjustment; personal adjustment; socioeconomic status; program evaluation; mentally handicapped

Compared is the post high school adjustment of graduates of two types of special education programs for the educable mentally handicapped: a self-contained, vocationally oriented program separate from general education (School A) and a program integrated into the general high school, where job experience is concurrent with general education and courses are not specifically vocationally oriented (School B). Graduates of School B who have been out of school for varying lengths of time were also compared with each other. Interviewed were 41 School A and 41 School B graduates from the years 1964 and 1965, and 114 School B students who graduated between 1952 and 1963. Students were compared on social, vocational, and economic measures, such as job placement, tenure, income, community participation, and other factors. It was found that graduates of School B had a better school attendance record, held more full-time jobs, had higher occupational levels and salaries, were more likely to seek further education, were more prudent in money management, married later or remained single more often, had better homes, and participated more actively in community activities. (KW)

ABSTRACT 32687

EC 03 2687 ED 051 621
Publ. Date Feb 70 76p.
Ringelheim, Daniel and Others
The Relationship Among Various Dichotomous Descriptive Personality Scales and Achievement in the Mentally Retarded: A Study of the Relevant Factors Influencing Academic Achievement at Various Chronological Age Levels. Final Report.
New York University, New York, School of Education
Office of Education (DHEW), Washington, D. C., Bureau of Research
EDRS mf,hc
BR-6-2685
OEG-0-8-062685-1762(032)

Descriptors: exceptional child research; educable mentally handicapped; academic achievement; personality; self control; personality assessment; age differences

Examined were relationships among various verbal and nonverbal personality scales purporting to measure extent to which an individual behaves as if he, or the environment, controls events. Also investigated were developmental trends related to this internal-external dimension of personality and its relation to academic achievement of the educable mentally retarded (EMR). Subjects were 215 EMR children (ages 9-15 years, IQ range 45-82), who were administered a battery of six tests. The hypotheses that there would be a significant relationship among the personality measures at all age levels across settings, and that there would be a developmental trend across the age span involved, moving from an external to internal frame of reference as age increased, were not sustained. It was concluded that internal and external dimensions of personality play a minimal role in the academic achievement of EMR students as compared to the roles played by MA and CA. (See ED 038 779, EC 003 339 for project interim report.) (Author/KW)

ABSTRACT 32704

EC 03 2704 ED N.A.
Publ. Date Sum 71 6p.
Chaffin, Jerry D. and Others
Two Followup Studies of Former Educable Mentally Retarded Students from the Kansas Work-Study Project.
EDRS not available
Exceptional Children; V37 N10 P733-8 Sum 1971

Descriptors: exceptional child research; educable mentally handicapped; vocational adjustment; followup studies; work study programs; mentally handicapped

Two followup studies were conducted to investigate the post-school adjustment of educable mentally retarded subjects from the Kansas Work-Study Program and a comparison sample from neighboring school districts. The results indicated that most of these educable mentally retarded students would be employed in the competitive labor market without the benefits of a work study program. Students who had participated in the work study program, however, were graduated more often, held their jobs longer, and earned more money than did the students from the comparison group. (Author)

ABSTRACT 32758

EC 03 2758 ED 052 577
Publ. Date 71 105p.
Stedman, Donald J., Ed.
Current Issues in Mental Retardation and Human Development: Selected Papers from the 1970 Staff Development Conferences of the President's Committee on Mental Retardation (Washington, D.C., 1971).
President's Committee on Mental Retardation, Washington, D. C.
EDRS mf,hc

Descriptors: exceptional child research; mentally handicapped; child development; genetics; screening tests; intervention; teacher education; rubella; epide-

miology

Six papers discuss some of the current issues in the field of mental retardation and human development. Epidemiology of mental retardation from a sociological and clinical point of view is analyzed by Jane R. Mercer, based on studies of mental retardation in the community in Pomona, California. The role of genetics and intra-uterine diagnosis of genetic disorders in relation to mental retardation is discussed by Henry Nadler. William K. Frankenburg reviews the importance of early identification of developmental problems, essential characteristics of screening tests, and some available developmental screening tests, particularly the Denver Developmental Screening Test. Ira J. Gordon considers the effects of early educational intervention programs on early development, focusing upon the family as a target and upon programs that are research programs rather than service efforts without research or evaluation. New directions in reformulation efforts of teacher education are outlined by Nicholas J. Anastasiow. Louis Z. Cooper discusses rubella in terms of developmental problems and family health services. (KW)

ABSTRACT 32829

EC 03 2829 ED N.A.
Publ. Date Jul 71 5p.
Flynn, Timothy M.
Implicit Criteria Used to Determine Promotion for Normal and Retarded Students.
EDRS not available
Psychology in the Schools: V8 N3 P204-8 Jul 1971

Descriptors: exceptional child research; educable mentally handicapped; grade repetition; slow learners; student behavior; social adjustment; behavior patterns; behavior rating scales; teacher attitudes; mentally handicapped; failure factors; Elementary School Adjustment Scale

Designed to determine whether implicit criteria used by teachers in making decisions concerning promotion were based on the student's personal and social adjustment or on his mastery of subject matter, the study involved 61 retarded elementary students with IQs below 84 and 61 randomly selected normal students. Mean chronological ages were 9.8 and 10.6 years respectively, and mean grade placements were 3.3 and 4.6. Teachers rated student classroom behavior on the Elementary School Adjustment Scale in order to predict the promoted-retained criterion. Two tables of ratings tended to support the contention that retention may be an overt remedial technique and a covert punishment for students exhibiting undesirable classroom behavior. Curricular remedies for poor school adjustment and poor academic achievement are suggested as viable alternatives to retention. (CB)

ABSTRACT 32881

EC 0362881 ED 053 503
Publ. Date Feb 71 133p.
Ladner, Judith L.
Enhancement of Productive Thinking in Institutionalized Mental Retardates. Final Report.
Fordham University, Bronx, New York
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-2-700017
BR-42-2272

Descriptors: exceptional child research; mentally handicapped; institutionalized (persons); divergent thinking; educable mentally handicapped; creativity research; program descriptions; convergent thinking

The purpose of the study was to evaluate the effectiveness of a supplementary program of 30 lessons to increase the productive thinking abilities (divergent thinking) of educable mentally handicapped students. An experimental group of 30 institutionalized children were given the supplementary lessons at a rate of three per week. The lessons, based on the brainstorming technique, were felt to encourage ideational fluency, familiarity with the principles of change, improved observational ability, increased sensitivity, and originality through improvisation. Significant improvement was noted for all but the factor of figural elaboration. It was concluded that enhancement of creative performance was feasible in institutionalized educable mentally handicapped students. The value of the brainstorming technique (in which the pupils' ideas were allowed to flow freely) as a specific teaching tool was stressed as having future educational program implications. The verbal functioning was found to be improved and the improvement was felt to be a reflection of a transition from convergent to divergent modes of thinking. The 30 lesson plans used in the experiment are included in the appendix. (CD)

ABSTRACT 32919

EC 03 2919 ED N.A.
Publ. Date 71 64p.
Springer, Ninfa Saturnino
Nutrition and Mental Retardation: An Annotated Bibliography, 1964-1970.
Michigan University, Ann Arbor. Institute for The Study of Mental Retardation
EDRS not available
Institute for the Study of Mental Retardation, University of Michigan, 611 Church Street, Ann Arbor, Michigan 48104 ($1.00).

Descriptors: exceptional child research; mentally handicapped; epilepsy; annotated bibliographies; nutrition; eating habits; physical development; metabolism; dietetics

Intended as an introduction for nutritionists specializing in mental retardation, and as a source of research topics, the annotated bibliography presents selected articles published between 1964 and 1970 on all aspects of nutrition in mental retardation excepting inborn errors of metabolism. General topics covered are: nutritionist role in facilities serving mentally retarded; relationships of nutrition and birthweight to mental retardation; physical growth and other anthropometric measurements of mentally retarded; malnutrition and its effect on nervous system development, which includes nutrient deficiency and nutrient intoxication; nutrient metabolism in mental retardation, which includes a section on carbohydrates and protein, a section on vitamins, minerals, and water, and a section on nutrient metabolism in mongolism; and techniques in feeding and therapeutic nutrition for the mentally retarded and associated conditions such as epilepsy, which includes references published prior to 1964. (CB)

ABSTRACT 32953

EC 03 2953 ED N.A.
Publ. Date Jun 71 4p.
Logan, Daniel L. and Others
The Use of Multiple Reinforcers in a Rehabilitation Setting.
EDRS not available
Mental Retardation: V9 N3 P3-6 Jun 1971

Descriptors: exceptional child research; mentally handicapped; sheltered workshops; motivation techniques; vocational rehabilitation; males; reinforcers

The study was conducted to determine the effects of multiple reinforcers on performance level of mentally handicapped in a sheltered workshop setting. Six mentally handicapped trainees, aged 16 to 19 years, were divided into two groups and social and monetary reinforcement applied. Multiple reinforcement in the form of visual and verbal display was found to facilitate performance rates, whereas token reinforcement had a less predictable effect. Results were felt to suggest that performance rates in a sheltered workshop setting could be increased without the costly purchase of material reinforcers. (CD)

ABSTRACT 32962

EC 03 2962 ED N.A.
Publ. Date Jun 71 4p.
Edlund, Calvin V.
Changing Classroom Behavior of Retarded Children: Using Reinforcers in the Home Environment and Parents and Teachers as Trainers.
EDRS not available
Mental Retardation: V9 N3 P33-6 Jun 1971

Descriptors: exceptional child research; educable mentally handicapped; behavior change; family environment; mentally handicapped; reinforcers; parent role; teacher role

Using six Educable Mentally Handicapped subjects living at home and attending public school, a procedure was established for making reinforcers available in the home environment for cooperative and attentive classroom behavior. Throughout the program, both parents and teachers of the subjects served as trainers. At the conclusion of the study,

all subjects were found to exhibit marked improvement in both academic performance and classroom behavior. (Author)

ABSTRACT 33028

EC 03 3028 ED 053 524
Publ. Date Jan 70 79p.
Rickert, Devoe C.; Morrey, James G.
Parent Training in Precise Behavior Management with Mentally Retarded Children. Final Report.
Utah State University, Logan
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.
EDRS mf,hc
OEG-8-9-542135-2023(032)

Descriptors: exceptional child research; parent role; precision teaching; parent education; mentally handicapped; behavior change; child rearing

The purpose of the study was to explore the effect on parents and children of training parents in the use of the precision teaching approach to behavior modification in an effort to increase their ability to manage retarded children at home. During a 10-week training period, parents learned the modification procedure evolved by Ogden Lindsley and were successful in managing behavior. Of the 20 families who attended the first group meeting, only six attended more than two sessions although 10 others offered what were considered to be good reasons for discontinuance. Individual case studies are cited which reveal the immediacy of the changes in most instances, and tables and graphs report this information. Projects that were only marginally significant or not amenable to statistical evaluation are also included. Conclusions were that parents can be trained in precise behavioral management and can become independent and creative in its use. Recommendations concern reduction of attrition rate, simplified rate data forms, and use of a specific text. (RJ)

ABSTRACT 33099

EC 03 3099 ED N.A.
Publ. Date Aug 68 144p.
Goodman, Lawrence and Others
The Effectiveness and Methodology of Group Therapy with Retarded Adolescents. Final Report.
New York Medical College, New York, Mental Retardation Center
EDRS not available
Mental Retardation Center, New York Medical College, 1249 Fifth Avenue, New York, New York 10029.

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; group therapy; adolescents; females; mother attitudes; self concept; family problems; records (forms)

Mildly retarded adolescent girls and their mothers met weekly for 1 1/2 hours over a 2-year period to participate in simultaneous group therapy. Each adolescent group consisted of 8 members, while all mothers met in one group. The main objective of adolescent therapy was to help the girls evolve a firm, individual image of themselves as human beings. The main objective of parental therapy, which consisted primarily of mothers although some fathers participated occasionally, was the ongoing life experience of parents with their retarded adolescents. Some comparisons of treatment groups and specific content in group discussions were presented. Briefly mentioned was a summer work program serving as prevocational training for 27 members of the four older adolescent counseling groups. An examination of program evaluation included background information on group selection, data collection, and analysis and results of data. Conclusions indicated that modified group counseling was an effective therapeutic approach with the retarded. Found in nearly all program participants were improved, realistic self concepts, greater capacity for expressing feelings within family milieu and other social situations, and an ability to assume greater independence. Appended are a social work interview form, screening material schedule, psychiatric evaluation form, and teacher's rating schedule. (CB)

ABSTRACT 33215

Ec 03 3215
Buckholdt, David and Others
Effect of Contingent Reinforcement on Reading Performance with Primary Special Education Children.
EDRS mf,hc
Paper Presented at the American Educational Research Association Convention (New York, New York, February, 1971).

Descriptors: exceptional child research; educable mentally handicapped; slow learners; positive reinforcement; reading speed; reading difficulty; behavior change; mentally handicapped

A positive reinforcement system was designed to see if reinforcement procedures, proven effective in modifying a wide range of disruptive classroom behaviors, would be effective for children who are not particularly disruptive but who work so slowly and ponderously that they fail to make satisfactory academic progress. Subjects were five such slow learners, ages 7-9 years, who, because of measured IQs of 65-80, were in a special remedial class. Reading, using the Sullivan Programed Reading Series, was selected as the remedial experimental task. An ABAB reversal design was used to test effectiveness of reinforcement system in accelerating rate of working in the readers, defined as number of correct responses per day. In A or baseline conditions, students worked on programed reading frames without extrinsic reinforcement, while in B conditions individual reinforcement contingencies were set (points exchangeable for store items). It was found that number of correct responses per daily 20-minute period was accelerated over baseline while accuracy remained high in condition B. When performance contingencies were withdrawn, performance deteriorated, but recovered when contingencies were reinstated. (KW)

ABSTRACT 33239

EC 03 3239 ED N.A.
Publ. Date Sep 71 8p.
Garrison, Mortimer, Jr.; Hammill, Donald D.
Who Are the Retarded?
EDRS not available
Exceptional Children; V38 N1 P13-20 Sep 1971

Descriptors: exceptional child research; educable mentally handicapped; student placement; intelligence level; mentally handicapped; identification

Eleven year old children in educable and regular classes from the five county greater Philadelphia area were compared on the Slosson Intelligence Test for Children and Adults, an adaptation of the Test of Social Inference, an adaptation of the Temple Informal Reading Inventory, and the Auditory Reception and Verbal Expression subtests from the 1968 Illinois Test of Psycholinguistic Abilities. The distributions for the total sample were converted into T scores, and the children scoring above and below a T score of 45 (equivalent to an IQ of 75) on each of the variables were identified. Applying Jastak and his colleagues' concept of multiple criteria suggested to the researchers that 25% of the children in educable classes may be misplaced since they scored above the cutting point on at least four of the five criteria. Only 31% of those in the educable classes failed either four or five of the five criteria. The combination of a reading problem and a lower IQ is highly associated with educable placement. The findings support efforts to place most children found in educable classes into the regular classroom through the use of tutoring and resource rooms. (Author)

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PURCHASE ORDER NO. _____

REPORTS TO BE ORDERED

ITEM	ED Number	Number of Copies MF	Number of Copies HC	PRICE (see reverse)	TOTAL PRICE
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
				SUB-TOTAL	
				TAX	
				TOTAL	

☐ TAX NUMBER _____

☐ DEPOSIT ACCT. NUMBER _____

☐ CHARGE (OVER $10.00) _____

☐ CHECK NUMBER _____

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2. Order by printing ED number in designated space. ED accession numbers are listed in Research in Education (RIE). RIE may be purchased from: Superintendent of Documents, GPO, Washington, D.C. 20402.

3. Include number of copies (1, 2, 3, etc.) to be ordered in appropriate space. Use MF space for microfiche copies, use HC space for hard copy (paper). *Check RIE for availability of document in MF and HC.*

4. Include price from the rate schedule. (Refer to price schedule on back.) Prices are also published in current issues of RIE.

5. Some ED numbers represent a series of titles, and will be billed by title, not ED number. A list of applicable ED numbers is available.

6. Extend number of copies and price for total price for each entry.

7. Add items 1 through 15 and insert amount in "Sub-Total" box.

8. Add state sales tax for Illinois and Maryland or check box and cite tax exemption number for Illinois and Maryland only.

9. Add "Sub-Total" and "Tax" and insert amount in "Total" box.

10. Indicate payment method desired. Payment must accompany all orders of $10.00 or less. Make all drafts payable to EDRS.

11. Sign AUTHORIZATION and date order.

12. Include only 15 entries per form. Complete and sign additional forms if required.

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AUTHORIZATION _____ DATE _____

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Microfiche Copy — Each Title		.65
Hard Copy — Each Title by number of pages:		
Pages:	1 - 100	3.29
	101 - 200	6.58
	201 - 300	9.87
	301 - 400	13.16
	401 - 500	16.45
Each Additional 100 pages or portion thereof.		3.29

1. Book Rate or Library Rate postage is included in above prices.
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